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ABSTRACT

This 5-volume directory describes more than 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the first of the set, describes projects concerning Research and Innovation To Improve Services and Results for Children with Disabilities and Studies and Evaluations. The Research and Innovation projects aim to advance the use of knowledge to improve services provided under IDEA, including improving the practices of personnel providing services to children with disabilities and improving the educational results. The Studies and Evaluation projects are designed to assess the effectiveness of state and local efforts to provide a free appropriate education to children with disabilities and to provide early intervention services to infants and toddlers with disabilities or those at risk of developmental delays. The approximately 500 projects described are grouped by funding competitions and include information on grant number, title, project director, beginning and ending dates, and contact information. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (CR)

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DISCRETIONARY PROJECTS SUPPORTED BY THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER THE *INDIVIDUALS WITH DISABILITIES EDUCATION ACT*

FISCAL YEAR 2000

RESEARCH, INNOVATION, AND EVALUATION

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RESEARCH TO PRACTICE DIVISION

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THE OFFICE OF SPECIAL EDUCATION PROGRAMS
UNDER THE *INDIVIDUALS WITH DISABILITIES EDUCATION ACT*

FISCAL YEAR 2000

RESEARCH, INNOVATION, AND EVALUATION

PREPARED BY
RAYMOND ORKWIS, JUDI DECARME, AND JEANNE GLOVER
THE ERIC/OSEP SPECIAL PROJECT
ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION
THE COUNCIL FOR EXCEPTIONAL CHILDREN

IDEAs that Work
U.S. Office of Special Education Programs

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RESEARCH, INNOVATION, AND EVALUATION

TABLE OF CONTENTS

Introduction vii

84.023C and 84.324C
Field-Initiated Research Projects 1

84.023D and 84.324D
Directed Research Projects 39

84.023F
Examining Alternatives for Results Assessment for Children with Disabilities 94

84.023V and 84.324V
Research Institutes To Accelerate Learning for Children with Disabilities with Curricular & Instructional Interventions 95

84.024B
Model Demonstration Projects for Young Children with Disabilities 97

84.024Q
Early Childhood Research Institute: Follow Through 107

84.024S
Early Childhood Transitions Institute 108

84.078A
Regional Programs for Children and Youth with Deafness 111

84.158J
Research Institute on Secondary Education Services for Children and Youth with Disabilities 114

84.221A
Native Hawaiian Special Education Project 115

84.237H
Developing Effective Secondary School-Based Practices for Youth with Serious Emotional Disturbance 116

84.324B
Student-Initiated Research Projects 118

84.324C
Field-Initiated Research Projects -- see 84.023C

84.324D
Directed Research Projects -- see 84.023D

84.324G
Integrating the Science of Early Childhood Development 130

84.324H
National Center on Accessing the General Curriculum 131

84.324J
Center for Students with Disabilities Involved with and
At Risk of Involvement with the Juvenile Justice System 132

84.324L
Research and Training Center in Service Coordination for Part C of IDEA 133

84.324M
Model Demonstration Projects for Children with Disabilities 134

84.324N
Initial Career Awards 181

84.324P
Research Institute to Enhance the Role of Special Education and Children with Disabilities in
Education Policy Reform 189

84.324R
Outreach Projects for Children with Disabilities 190

84.324S
Research Institute to Improve Results for Adolescents with
Disabilities in General Education Academic Curricula 237

84.324T
Model Demonstration Projects for Children with Disabilities --
Directed 238

84.324V
Research Institute to Accelerate Learning for Children with Disabilities with Curricular and Instructional Interventions -- see 84.023V

84.329A
An Evaluation of the State Improvement Grant Program 259

Contracts 260

Indexes

Project Director 263

Organization 268

State 271

Subject 273

This directory, which is presented in five separately published sections, describes over 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the orignial IDEA, but for the purposes of this directory, they are grouped into five sections representing the seven program areas of the newly authorized IDEA, Part D:

1: **Research, Innovation and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Information** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information*)

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "Research, Innovation, and Evaluation," presents projects categorized in the following two discretionary programs: Research and Innovation to Improve Services, and Results for Children with Disabilities, and Studies and Evaluations. The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to children with disabilities, and to improve educational results for children with disabilities. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

Within this section of the directory, the projects are grouped by the competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

84.023C and 84.324C
Field-Initiated Research Projects

Grant Number: H023C970032

The Forgotten Newborn: Individualized, Family-Focused Development Care for the Medically Low Risk Preterm Infant

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Beginning Date: 10/01/97
Ending Date: 9/30/02

Purpose: The project will test an individualized, family-focused, developmental approach to earliest intervention in terms of its effectiveness for prevention of later disability.

Method: An inner city Boston sample of 40 medically low-risk preterm infants with gestational ages of less than 34 weeks will be randomly assigned to a control and an intervention group on admission to the hospital. The control group will receive standard hospital care but the intervention group will receive developmental intervention consisting of formal behavioral observations from admission to discharge. Prior to discharge, an Individualized Infant Family Service Plan will be developed supporting the transition from hospital to community.

Products: It is expected that this study will contribute to the understanding of the neurodevelopment of preterm children, improve their outcome, and make available a cost-effective earliest intervention approach.

Grant Number: H023C970103

Risk and Resilience of Behavior and Adjustment Problems in Students with and without Disabilities

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Beginning Date: 9/01/97
Ending Date: 8/31/02

Purpose: This study will generate information to develop assessment and intervention strategies that prevent or ameliorate adjustment problems during middle childhood and early adolescence.

Method: The study will examine developmental trajectories of students with disabilities and identify factors that contribute to or buffer against adjustment disorders. It will also identify factors that contribute to subsequent special education placement or severe adjustment problems for nondisabled students.

Products: The study has three expected outcomes: identification of risk profiles, identification of factors that prevent or ameliorate disorder, and information about how classroom social contexts can be manipulated to prevent or inhibit the development of disorder. Findings will help develop an assessment battery, intervention strategies to help prevent adjustment disorders, and school violence prevention strategies.

Grant Number: H324C980032

Project SEARCH: Special Education as Requirements in Charter Schools

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Beginning Date: 4/01/98
Ending Date: 3/31/01

Purpose: Project SEARCH (Special Education as Requirements in Charter Schools) is a qualitative research study designed to respond to the need for clarifying information about the implementation of special education in the nation's charter schools.

Method: A qualitative research design has been selected based on the research team's experience studying the charter school movement and its relationship to special education. Two major types of data gathering strategies will be used: structured phone interviews and site visits. A sample will be drawn from each of the 15 states in which charter schools have been in operation for at least one year. Instruments will be developed using information from prior studies by Project SEARCH researchers, combined with the preliminary results of the National Study on Charter Schools and other federally funded research.

Products: A set of policy recommendations will be developed and presented for review and validation at a meeting of federal, state, and district level general and special educators, parents, and representatives of charter schools. The recommendations will be disseminated through the Association's extensive network of organizations and individuals.

Grant Number: H324C980034

Identifying and Predicting Successful Outcomes of Interagency Coordination

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This study will identify and predict the outcomes of interagency coordination of services for families with children with disabilities ages birth to five. The study will seek to identify and validate the particular outcomes for effective interagency coordination and collaboration, the factors that influence interagency

coordination at the community level, the scope of interagency decision-making at the community level, and the specific factors that predict particular outcomes of interagency coordination.

Method: The research strategy will use a single state to hold state policy constant and will collect data describing the functioning levels of local interagency coordinating councils, barriers and facilitators to coordination, and similarities and differences in agencies' organizational structure and personal relationships. In order to implement a multi-leveled approach to the identification of outcome variables, investigators will use focus groups representing various populations and professional groups.

Products: The results of this study will yield information to help decision makers at the community, state, and federal levels. By disseminating this study's findings to diverse audiences, the information will enable the creation of more effective policies and the use of strategies at all levels which will enable better cooperation and delivery of services.

Grant Number: H324C980039

Prereferral Assessment and Tutorial Intervention for Students with Reading Disabilities

Project Director: Vadasy, Patricia F.
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Beginning Date: 8/01/98
Ending Date: 7/31/03

Purpose: This project will apply research on phonological skills in a specialized prereferral and intervention package by investigating the validity of prereferral assessment procedures and the effectiveness of intervention delivered by nonprofessional tutors for primary-aged students with possible learning disabilities. The research objectives are to develop and test a prereferral process to identify students with special problems in beginning reading and investigate an individual tutoring treatment for students who have been identified with beginning reading problems.

Method: A 5-year longitudinal design with repeated measurement of multiple cohorts will be used. The study will examine the nature of an "extraordinary" treatment, such as providing individual tutoring early to enable students to catch up with their peers, and the feasibility of its implementation in typical urban school settings. The study will examine a remedial program, Sound Partners, to extend phonological awareness instruction to first and second grade students. Program variables to be studied include the intensity, timing, and components of instruction. A total of 170 students will receive the intervention. All students will be drawn from elementary schools in the Seattle School District from neighborhoods with high enrollments of low-income and minority students.

Products: Products of the project will be a prereferral screening and assessment procedure to predict reading disabilities in primary-age students; a first- and second-grade tutorial reading intervention, including versions for use by peer tutors; and journal articles and presentations on project findings.

Grant Number: H324C980058

Social Competence in Early Childhood: Effects of a Specific Curriculum Focus

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This field-initiated research project will examine the effectiveness of a social competence curriculum on the behavioral outcomes of young children (24-48 months) with disabilities and their families in Connecticut.

Method: The curriculum will be based on a model of social competence proposed by Guralnick (1992). Fifty children will be enrolled in the study, 25 being randomly assigned to the curriculum group. The children will receive intervention in natural group environments in the community (e.g., day care). These settings are currently being used in Connecticut as sites in which to deliver early intervention and preschool special education. The group of 25 children who will not receive the curriculum will receive intervention according to their IFSP or IEP. In contrast, the curriculum group will have their IFSP/IEP objectives and services embedded in a social competence curriculum. Evaluation of outcomes will occur every six months, from the time children enter the study at 24 months to when they exit at 48 months. Outcome measures will focus on indices of child status, family status, and service characteristics. Child indices will include developmental and behavioral measures, including social competency measures. Family indices will include social support measures and community resources measures. Service characteristics will include descriptions of the intervention settings, staffing qualifications and patterns, service type and intensity (e.g., therapies) and involvement and integration of health and social services.

Products: The project will result in a better understanding of the effectiveness of a social competence curriculum on the behavioral outcomes of young children with disabilities.

Grant Number: H324C980061

Teacher Learning Cohorts: Moving Teachers Towards Inclusion

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: To remedy the problems associated with teachers' insufficient opportunities to work collaboratively and grow professionally, this project will work with urban schools to develop Teacher Learning Cohorts (TLCs). This project represents an effort to reach other urban schools in Jacksonville and other areas to advance the inclusion agenda in Florida.

Method: The project will solicit four schools to participate in the Teacher Learning Cohort intervention. During the first year of the project, two groups of TLCs will be developed in each of two urban schools chosen by Duval County; two additional schools will act as control schools. Midway through the second year, two

additional schools will be involved in the TLC treatment. Case studies and quantitative research will be constructed through surveys, interviews, classroom observations, achievement testing, and participant observation.

Products: This project will provide a model for collaborative professional development that: fosters and improves the knowledge and practice of participating teachers; enhances the education of students with disabilities by reducing referral rates to special education; increases classroom teachers' abilities to educate students with disabilities effectively in their own classrooms; provides documentation for other professionals about team building and other professional development skills; and provides documentation of how teacher educators can work effectively with urban schools to improve instructional practices.

Grant Number: H324C980075

A Longitudinal Study of the Policy Outcomes Associated with State Legislation for Reforming Special and General Education

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This four-year longitudinal study will explore the degree and manner in which outcomes associated with the initial implementation and intent of Vermont's Act 230 — under which state schools were to establish comprehensive systems of educational services to increase the capacity of general education to meet the diverse needs of students with and without disabilities and to stabilize state-funded special education expenditures — have been adapted and sustained over time, and to identify factors which appear to promote or inhibit the sustainability of these outcomes at both individual and systemic levels.

Method: This current study follows up on a statewide evaluation that examined outcomes associated with the initial implementation of Act 230. It will use a multifaceted research design incorporating qualitative and quantitative data collection and analysis procedures. Five substudies will examine different aspects of the longitudinal implementation of Act 230 and will enable the study's overall purpose and research questions to be addressed.

Products: Preliminary analyses of the data will be shared with teacher collaborators, study participants, and other stakeholders through focus group meetings and state level policy forums. The final year of the project will be devoted to preparing final reports of all findings and disseminating these to policy makers, educators, researchers, and family members in Vermont and throughout the nation.

Grant Number: H324C980080

The Impact of Setting Events on Aggressive Behavior and Social Interactions of Students with Emotional and Behavioral Disorders and Their Teachers: Development and Evaluation of Setting Events Assessment Procedures

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Beginning Date: 4/01/98
Ending Date: 3/31/01

Purpose: The purpose of this project is to investigate the impact of home, school, and personal setting events on the classroom behavior of students with emotional and behavioral disorders who also have a history of aggressive behavior.

Method: The project will develop and validate procedures to assess setting events. Development activities will include creating a panel of experts and consumers who will aid in producing a questionnaire to assess interpersonal states and environmental states that may be temporally distant from the students' aggressive behavior. Development and reliability testing of the procedures will be completed by the second year and from that time validity studies will be conducted to assess the predictability of the procedures in identifying setting events that influence the students' aggressive behavior and social interactions in the classroom.

Grant Number: H324C980087

Team Member's Sense of Self-Efficacy and Inclusion of Students with Augmentative Communicative Needs

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This 3-year research effort will evaluate the effectiveness of a multi-component intervention package to increase team members' sense of self-efficacy, with an expected collateral increase in the social and academic participation levels of students with severe disabilities who use augmentative and alternative communication systems (AAC).

Method: The project will employ a variety of research methodologies. During the first year, three focus groups will provide qualitative data on perceptions of factors affecting the inclusion of students with severe disabilities and AAC needs. A survey instrument will be developed and field-tested to form a reliable and valid self-efficacy instrument. During the second year, four inclusion teams representing the demographic diversity of California will participate in a multiple baseline time series study to evaluate a three-component intervention package designed to provide knowledge and experience in the development of AAC systems and in strategies to promote interactive exchanges and active participation of the AAC user, resulting in a participation plan for each focus student. The third year will see outreach efforts made to eight additional sites.

Products: Anticipated direct and collateral outcomes of the project include increased inclusion team member sense of self-efficacy, increased social and academic participation of the focus students in the general education classroom, and participant satisfaction with the process and the results. The project will also result in an instrument to measure team members' sense of efficacy. This project will thus provide a sound empirical base for understanding how to achieve full inclusion of AAC users in the regular classroom.

Grant Number: H324C980092

Neuropsychological Development of School-Age Children Prenatally Exposed to Cocaine

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Beginning Date: 7/01/98
Ending Date: 6/30/02

Purpose: This project will determine the extent to which known levels of late trimester cocaine-exposure contribute to the developmental status of nine-year-old children. A longitudinal follow-up on children with known exposure levels will be examined relative to a group of children who were not exposed to cocaine and who are matched on gender, and age of mother. The developmental status and school behavior of the children will be studied in conjunction with environmental variables thought to be important factors in both early birth and later developmental outcomes to assess the importance of cocaine-exposure as one of the determinants of developmental status.

Method: Multivariate analyses will be conducted to estimate the relative risk of the two groups for both unique and combined developmental delays, to identify maternal and environmental covariates which may explain variance in the higher risk cohort, to evaluate teacher reports on child behavior at the age of nine, and to determine through multivariate procedures the strongest predictors of these outcomes.

Products: The project will determine and describe the developmental status of two groups of nine-year-old children (low-cocaine-exposed and low-non-illicit-drug-exposed) in the areas of intelligence, academic achievement, language, attention, behavior, fine motor functioning, and physical development. A model will be developed to identify antecedent factors and latent variables which account for developmental status and school performance. The model will include multiple predictors such as exposure to drugs and family factors.

Grant Number: H324C980108

Communicative Development in Deaf, Hard of Hearing and Hearing Spanish-Speaking Children

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Beginning Date: 6/01/98
Ending Date: 5/31/01

Purpose: This research has been designed to extend the study of linguistic, cognitive, and social development established for the English-speaking population of deaf and hard-of-hearing children in Colorado to include the Spanish-speaking population of children with similar disabilities.

Method: The study will include instruments with established high measurement qualities, including instruments translated into Spanish and modified for use in a previously funded project with the Spanish-speaking children from 9 to 33 months. Further modification will allow for extension of measure to ages 34 months through 6 years.

Products: In order to assess the efficacy of intervention and to develop predictors, five studies will be completed. The first study will provide measurement documentation and evaluate relationships for normal hearing Spanish-speaking children (ages 36-72 months) with reference to linguistic and cognitive development. The second study will compare measures for 20 Spanish-speaking deaf or hard-of-hearing children with norms from the first study. The third study will include comparisons of the measure from Study II to peers from English-speaking homes. A fourth study will compare the total Colorado sample of Hispanic deaf or hard-of-hearing children from English-speaking homes to peers who are non-Hispanic. The last study will develop models predicting outcomes based on longitudinal samples for both Spanish-speaking and English-speaking Hispanic populations.

Grant Number: H324C980115

Resilience in Students with Traumatic Brain Injury (TBI): A Longitudinal Investigation

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: This project will track post-secondary outcomes for students with traumatic brain injury (TBI) and will identify factors that contribute to resilience in these individuals. Project results will allow educators and community service providers to concentrate resources on those interventions that promote successful adult adjustment.

Method: The project will employ quantitative and qualitative research methodologies. A subject sample of 120 secondary students with TBI will be chosen, representing characteristics that are crucial to the investigation of resilience in this population. Data gathered from the measures during the project will be summarized and

comparisons of transition outcomes will be conducted. To gain a greater understanding of the interaction of factors on resilience in individuals with TBI and to document the effect of special education interventions, qualitative data will also be collected on what specific factors appear to contribute to or impede resilience.

Products: The detailed, longitudinal information about outcomes for students with TBI will be useful to educators, community service providers, employers, and medical personnel throughout the country. Educators, students with TBI and their families will benefit from information about the type of school-based services that are beneficial to students with TBI when they reach adulthood. The qualitative component of the project will yield information about specific features of these services and details of their implementation that enhance their effectiveness.

Grant Number: H324C980118

Preventing Reading Failure in At-Risk Kindergarten Children

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Beginning Date: 8/15/98
Ending Date: 8/14/02

Purpose: The purpose of this project is to prevent the development of reading disability and related problems in at-risk, disadvantaged minority student, preventing their placement in special education. The project will partner with two elementary schools, one predominantly serving Hispanic children, and the other African-American children. Kindergarten teachers in these schools will work with project staff to implement a research-based phonological awareness program in their classrooms.

Method: Participating kindergarten teachers will be taught the research-based intervention and will design their own lesson plans based on the intervention manual but tailored to their own needs and situations. Kindergarten children will be screened to assess their risk for reading failure and then randomly assigned to experimental and treated control groups, and the teacher will implement the intervention. The two groups of children will be assessed with multiple measures in kindergarten, first, and second grades.

Products: Expected outcomes and products will include direct benefits for 160 disadvantaged minority children with regard to reading mastery, possibly more if the intervention is sustained over time, and participating kindergarten teachers will gain enhanced knowledge and skills. "Teacher evaluated" lesson plans will be published, as will an accompanying teacher manual related to the intervention.

Grant Number: H324C980133

Maximizing School Adjustment for Students with Learning Problems Making the Transition into Middle School

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project addresses a major priority of IDEA—to develop innovative approaches and strategies that enable children with disabilities to make effective transitions between educational settings and improve educational and transitional results for students with disabilities at all levels. It will follow and intervene with approximately 350 fifth-grade students with learning problems and their general education classmates as they move into middle school.

Method: The research design includes two waves of fifth-grade cohorts, plus a baseline control group of sixth graders and seventh graders drawn from six participating middle schools prior to any interventions. Students will be involved in one of three intervention conditions (randomly assigned to individual student-focused interventions, school-wide interventions, or both) that start in fifth grade and continue into sixth grade. First wave cohorts will be assessed for short-term (end of sixth grade) and sustained (end of seventh grade) effectiveness of the three intervention conditions. Second wave cohorts, drawn from the classes a year behind the first wave cohorts, will be involved in interventions that are implemented by the schools themselves, providing information regarding the ease with which the interventions may be implemented and sustained by the schools alone.

Products: The project will help provide answers regarding the effectiveness of the intervention components on the stress, social support, and school adjustment of students with learning problems and without. It will provide information about the sustainability of the school changes that are brought about by the intervention component and the overall role that teachers and parents can play in enhancing the potential for better school adjustment.

Grant Number: H324C980137

Project ANSER: Addressing the Needs and Supports of Educational Reform for Students with Disabilities

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Beginning Date: 8/21/98
Ending Date: 8/20/01

Purpose: This project, a cooperative effort among several universities, will systematically investigate reform in the public schools, specifically focusing on how reform efforts affect students with disabilities.

Method: The first stage of the project will identify characteristics, barriers, practices, and human and material resources necessary for effective school reform. Stage two will focus on the effects of reform on school and

classroom climate, including effects on teacher and administrator attitudes, instruction, student behavior, and student achievement in general and special education.

Products: In stage three of the project, empirically derived modules will be developed for training administrators about creating and implementing school reform.

Grant Number: H324C980138

In-Reach: An Investigation of a Collaborative Transition Model from NICU to Early Intervention

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Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This project will create a clearer understanding of how Part C eligibility requirements are used in the decision making process to determine placement of Neonatal Intensive Care Unit (NICU) graduates; provide a seamless, family-friendly transition model from NICU to home and Part C services; and provide an intervention model designed to support mutual competence between parent and child, to enhance parent-child relationships, and to build parent self-confidence in understanding the needs of the child.

Method: A quasi-experimental research design will use both quantitative and qualitative methodologies (mixed-methods design) to examine the processes and outcomes of the investigation of between-group differences across three cohorts of subjects. The project will incorporate participatory action research methodology. An advisory consortium, including hospital staff involved with NICU activities, parents, representatives from the state and local Part C agencies, and Early Intervention Research Institute staff, will be involved in all phases of planning, implementing, and disseminating project activities.

Products: The products will include end-of-year reports, summaries of intervention and training evaluations, dissemination of findings via conference presentations/manuscripts, training materials, manuals, and videos for general replication of the model by early intervention programs.

Grant Number: H324C980156

Project Optimize: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At Risk of Reading Disability

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: Project Optimize is a five-year longitudinal program of research to investigate and validate: 1) the components of intervention necessary to optimize literacy trajectories of children who have language/reading disabilities or are at risk of reading delay due to word recognition and word meaning difficulties; 2) the intensity of intervention necessary for students to achieve satisfactory trajectories and to sustain them over time; and 3) the effects of early reading/vocabulary intervention on immediate and long-term reading achievement and special education needs.

Method: Three research methodologies will be employed: experimental group research to investigate inter-individual differences; descriptive research to examine intra-individual growth curves and response to instruction; and case-study methods to provide in-depth understanding of students with reading disabilities. A total of 120 students from 6 schools will participate in a series of 12 studies over the 5-year period. Measures from four constructs (prereading, vocabulary, word recognition/decoding, and comprehension) will be collected formatively and analyzed through multivariate analyses of variance and individual growth curve analyses.

Products: Products will include research reports documenting the effectiveness of individual and combined literacy and vocabulary components for students with literacy deficit or delay; reports documenting early reading and vocabulary trajectories of students with disabilities or at risk for reading failure; and curricular materials and manuals delineating effective instructional intervention guidelines and procedures.

Grant Number: H324C980163

Mastery Project: To Reduce or Prevent Serious Emotional Disturbance among Preschoolers with Significant Behavior Problems by Providing Comprehensive Classroom and Family Intervention using a Transagency Service Delivery Model

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Beginning Date: 8/01/98
Ending Date: 7/31/01

Purpose: The purpose of this project is to reduce or prevent serious emotional disturbance among preschoolers, thereby reducing the need for more restrictive and expensive special educational services. Intensive on-site consultation/intervention will be provided by professionals and parent consultants to teachers/staff of preschoolers with significant behavior problems and their families. Interventions will include: individualized service plans, individual and classroom-based behavior management, social skills training, parent behavior management training, family support, and coordinated formal and informal community-based services. Services will be designed,

implemented, and evaluated using a family-centered/wraparound/transagency approach.

Method: Over the course of the project, approximately 100 preschoolers with significant behavioral problems at risk for serious emotional/behavioral disturbance will be assigned to either an Evaluation Only Control Group or an Intervention Group, with half of the sample drawn from Massachusetts and half from North Carolina Head Start programs. Child, family, staff/teachers, and system outcome measures will be obtained prior to the intervention, at the end of the school year, at one year follow-up for 100 children, and at two year follow-up for 50. Multivariate analyses of variance and regression analyses will be conducted to determine positive outcomes of the intervention program measured over a period of time, child and family factors that increase or mediate risk or resilience for these children, and whether an effective transagency process of service delivery can be established for preschoolers with significant behavior disorders.

Products: Participation in the parent training component will result in increased parenting skills and a greater understanding of their child's strengths and needs. As a result of the transagency service delivery model, families will have a greater voice in the design and provision of educationa! and supportive services, and a greater knowledge of community supports and how to access them. Teachers will increase their knowledge of children at-risk for serious emotional disturbance and how to use the transagency approach with new children entering the program. Data regarding the efficacy of the transagency model will advance knowledge about the coordination of education with health and social services. Benefits for the children, families, professionals within training sites, their communities, as well as the larger professional community and the public, include training for school personnel to implement a proven early childhood service model and best practice intervention strategies.

Grant Number: H324C980165

In Search of an Exemplary Special Education Referral and Decision-Making Process for Culturally and Linguistically Diverse Students

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will develop research to understand and explain how the processes used to identify, assess, and place students in high-incidence special education programs may contribute to the overidentification and overrepresentation of ethnic minority students in such programs. The project will identify referral and placement decision-making processes that successfully prevent overidentification and overrepresentation while also providing beneficial educational outcomes for students.

Method: This research will be conducted as a three-phase process, moving from a description of county-wide placement rates and referral/placement policy, to an examination of the implementation of the referral/placement policy in 12 schools, to individual case studies of 12 students. During Phase 1, data collection will occur on placement rates and policy in the six administrative regions of DCPS by examining figures and policies, and by interviewing special education administrators. During Phase 2, data collection will occur on placement rates and processes in 12 schools including four predominantly Black (including African American and Haitian), four Hispanic (mixed nationalities), and four mixed populations. From each ethnic cluster, selection of two schools with high rates of special education placement and two schools with low rates will take place.

Products: In-depth case studies of 12 students will be conducted. Data collection will include interviews with students, families, and relevant school personnel, as well as observations of applicable school processes (such as classrooms, placement meetings). A theory will be developed that explains the processes used to identify, assess, and place students in high-incidence special education programs contribute to the overidentification and overrepresentation of ethnic minority students in such programs. A set of recommendations for an exemplary referral and decision-making process also will be developed.

Grant Number: H324C980167

Improving the Social Adjustment of Students with Mental Retardation: An Intervention Based on a Social Information Processing Model

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The goal of this research project is to implement and assess an intervention that is based on the social information processing model and that is designed to improve the social adjustment of children with mental retardation in regular education settings.

Method: The project will follow 120 students with mental retardation as they progress through third, fourth, and fifth grades. Sixty students will receive a comprehensive intervention which includes individual, small, group, and class-wide activities. In each of the three years, children will undergo a process of assessment/intervention/assessment. Teachers will receive training and technical assistance to enable them to implement the small-group and class-wide components, while project staff will implement the individual instruction. Students' improvement in social behavior, social relationships, and social information processing skills will be assessed, taking into account child and classroom characteristics.

Products: Social adjustment is a central goal of inclusion, and the model of social information processing developed by this project will help to serve as the basis for nationally implemented interventions with at-risk children.

Grant Number: H324C980174

Observations of Activities and Tasks of Paraprofessionals in Inclusive Elementary Classrooms

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of this project is to determine what is occurring in elementary classrooms staffed by both a teacher and a paraprofessional. Four objectives will be addressed: 1) to assess the nature of the activities,

roles, and functions of paraprofessionals assigned to assist children with disabilities in general education elementary classrooms; 2) to validate observed activities, roles, and functions of paraprofessionals assigned to general education elementary classrooms that include a child with disabilities; 3) to assess the efficacy of training paraprofessionals using a description of activities as a basis for change; and 4) to develop and disseminate a monograph describing the patterns of use of paraprofessionals.

Method: A quantitative, interval-based observation of paraprofessionals and children with moderate to severe disabilities in 36 classrooms will be conducted. Interviews with participating teachers and paraprofessionals will be conducted to elicit suggestions and recommendations for behavior and training.

Products: Results will yield descriptions of patterns of paraprofessional behavior which will be validated for their generalizability through a national survey of teachers and paraprofessionals. A monograph describing the extant and desirable practices will be disseminated through several mechanisms.

Grant Number: H324C990012

A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3

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Beginning Date: 4/01/99
Ending Date: 3/31/03

Purpose: This project will conduct a four-year Phase 3 follow-up study on a sample of 205 students with disabilities who were educated in two highly contrasting preschool instructional models and who have been followed prospectively. The study is unique in special education in its combination of large sample size, random assignment to initial intervention, and length and completeness of follow-up. The Phase 3 follow-up will enable the researchers to collect data out to age 18 for nearly all of the study subjects.

Method: The project has maintained 85% of its original preschool sample, guaranteeing the validity of the longitudinal research findings. The sample will be measured by sets of cognitive and academic achievement measures and measures of adjustment and social development. By looking at developmental profiles that address such issues as when children become competent readers, their placement in regular or special education or movement between the two, the development of affective behavior through adolescence, and attitudes toward school and life after school, informed conclusions can be drawn from the data collected by the project about what actually happened to the large group of students with disabilities under study since early childhood. A database of analytical information will be set up using the results of the measurements.

Products: The database of information will be unique and important when considering such issues as whom to serve and when to serve them, as well as in regard to more traditional curriculum comparisons.

Grant Number: H324C990018

Secondary Special Education Students' Performance in Block vs. Traditional Schedules

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will study and develop preliminary answers to four critical questions: 1) To what extent do special education students participate in block scheduled classes?; 2) What differences, if any, exist in the performance patterns of special education students enrolled in various block schedule configurations compared to special education students' performance patterns in secondary schools that follow a traditional class schedule?; 3) How do the performance patterns of special education students in block scheduled schools compare with the performance patterns of their non-special education classmates?; and 4) How do the performance patterns of special education students in traditionally scheduled schools compare with the performance patterns of their non special education classmates?

Method: This project will select a stratified random sample (rural, suburban, urban) of eight Wisconsin secondary schools that followed a block schedule for four or more years (ensuring sufficient time for effective implementation) and eight that follow a traditional schedule. From their pool of 12th graders, a random sample of 360 special education students will be drawn, stratified across exceptionality categories and 360 non-special education 12th graders stratified across college prep and tech prep career paths. The total "n" for this phase of the study is 720. From the pool of educators serving the 12th graders in the sample schools, a selection of a random sample of 180 staff will be made, stratified across block and traditional schedules and across employment roles. A pilot test will be developed and student data collection protocols will be revised. Data will be collected containing students' and districts' records on key dependent and independent variables. A written survey will be designed, piloted, revised, and administered to the educator sample. A cross-validation study will be conducted of findings using new data from a new random sample of eight secondary schools following block schedules and eight following traditional schedules. Project staff will select from the cross validation schools a total sample of 120 special education 12th graders, 120 non-special education 12th graders, and 90 12th grade instructors using the same stratification, random selection procedures, and data collection protocols as before. This new data set will be used to test the predictive power explanatory value of any hypothesis that received statistically significant support (at the .05 level or greater) in the first phase of the study.

Products: The project staff will prepare and disseminate findings using electronic, document-centered, and face-to-face methods.

Grant Number: H324C990031

Study of the Acquisition, Maintenance, and Generalization of a Cognitive-Behavioral Intervention to Prevent or Remediate Disruptive and Aggressive Behaviors in Inclusive School Settings

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: This project will enhance the potential for regular education students at-risk, with behavior problems, and also those diagnosed with emotional and behavioral disorders (EBD) to succeed in the general education classroom. The focus of this project is to examine the effectiveness of using a cognitive-behavioral intervention (CBI) to: 1) improve fourth-grade and fifth-grade students' ability to regulate their own behavior, and 2) provide socially appropriate strategies to counter chronically disruptive behavior and aggressive behavior patterns. The cognitive-behavioral model engages the relationship between internal cognitive events and overt behavior change through teaching strategies that promote self-regulation, guide performance, and reduce inappropriate behavior. Incorporating a proactive approach to behavior management, CBI helps students analyze their performance, develop flexible behavioral repertoires, and persist in the face of difficulty.

Method: This project will increase the knowledge and understanding of CBI's usefulness for preventing and remediating aggressive and disruptive behaviors for students in the general education environment by determining the following: 1) general levels of knowledge, attitudes (i.e., about anger management, ways to communicate effectively, effective problem solving), and behaviors of fourth and fifth graders in public school, and their relationship to variables such as gender, race, achievement, socioeconomic status, and special education placement; 2) the effect of CBI on knowledge, attitudes, and behaviors of fourth and fifth graders, including those at risk and with behavioral problems, and maintenance of those effects over time; 3) how the duration of CBI instruction (i.e., treatment intensity) affects levels of knowledge, attitudes, and behaviors of fourth and fifth graders, including those at risk with behavioral problems; 4) the effect of using pull-out versus regular classroom CBI instruction on knowledge, attitudes, and behaviors of fourth and fifth graders at risk and with behavioral problems; and 5) through a case study of highly disruptive students with EBD, whether CBI instruction generalizes to other settings (e.g., playground, cafeteria, hallway, bus, home).

Products: In addition to manuscripts, reports, and digests to be disseminated to various organizations, the project will provide participating schools and school districts executive summaries of each year's project activities and results; a newsletter will share ongoing research that can have a positive impact on educators throughout the state of Florida. A home page will be established to describe and advertise the project, to post summaries of project findings, and to facilitate communication with consumers. Further dissemination outlets will be sought for the collaborative dissemination of projects funded to prevent serious emotional disturbances among children and youth.

Grant Number: H324C990039

Early Identification of Children with Autism Spectrum Disorders

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Beginning Date: 6/01/99
Ending Date: 5/31/03

Purpose: The primary aim of this project is to assess the validity of a new screening instrument for autism, the Screening Tool for Autism in Two-Year-Olds (STAT), an empirically based measure developed for use by community professionals working in early identification and intervention settings. The secondary aim is to examine the relative contribution of child and environmental factors to diagnostic improvement in children with autism spectrum disorders.

Method: A sample of 240 children will be screened with the STAT at age two, and will receive independent diagnostic, cognitive, and language evaluations. Children who receive a clinical diagnosis of autism or who fail the STAT will receive follow-up diagnostic, cognitive, and language evaluations for two consecutive years. This design will allow for analysis of concurrent and predictive validity of the STAT as well as evaluation of factors related to diagnostic stability.

Products: The project will contribute to the issue of under-identification in autism by: 1) facilitating early identification of young children with autism, which will allow them to participate in learning environments that have been shown to be successful; 2) determining the efficacy of the STAT; 3) developing a hands-on instrument for use in community settings by early childhood and child-find personnel; 4) disseminating information that will encourage early childhood teacher training programs to include autism; and 5) disseminating information that can be used to encourage states to expand opportunities for children under three years. The results of the project will serve to further knowledge about autism and improve best practices.

Grant Number: H324C990042

Early Identification of Children with Fragile X Syndrome

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: Most children with fragile X syndrome are not identified as having a genetic disorder until age three or older. Earlier identification would facilitate earlier entry into early intervention programs, could reduce or eliminate frustrating interactions between families and professionals over the diagnosis, and would provide families important information about genetic risks. This project will engage in a variety of activities designed to improve knowledge about early development in fragile X syndrome and improve early identification practices.

Method: Multiple measures and approaches will be used to describe the development of infants with fragile X syndrome during the first 18 months of life. The project staff will review current practices and guidelines relat-

ed to the decision to refer a child for genetic testing. Following these efforts, project staff will develop and test a revised set of guidelines for deciding whether to refer a child for genetic testing for fragile X syndrome. Finally, the project staff will work with geneticists, parents, early intervention professionals, and policy makers to review the costs and benefits of universal genetic screening versus continued reliance on behavioral observation.

Products: The project staff will continue to publish research in peer reviewed journals. Nine papers will be produced during the course of the project. Findings will be presented at major conferences, targeting selected information to the variety of consumers. A World Wide Web site will be established for this project. The World Wide Web site will provide general information to parents and professionals about early identification and screening and provide links to various national resources. In addition, the project will provide readable summaries of project work, both work in progress and findings from completed projects. The home page of the World Wide Web site will be updated monthly.

Grant Number: H324C990048

Bilingual Exceptional Students: Effective Practices for Oral Language and Reading Instruction

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The Bilingual Special Education Program, Department of Special Education at The University of Texas at Austin, in cooperation with the Office of Bilingual Education, will conduct a study to develop profiles of limited English proficient (LEP) Hispanic students with reading-related learning disabilities (LD) and to identify instructional strategies that are effective in developing oral language and reading skills in Spanish and English.

Method: During Phase I, all Hispanic LEP students having reading-related disabilities in six Pre-K-5 elementary schools that offer bilingual special education services will comprise the sample. Archival data from district records will be collected to: 1) describe students' demographic characteristics at entry into special education; 2) document the range and types of reading-related difficulties for students of varying language proficiencies; and 3) describe instructional recommendations made by the Individual Educational Plan (IEP) committee. Phase I will provide profiles of LEP students with reading-related LD. During Phase II, a cohort of second-grade LEP students with reading-related learning disabilities (N=15 students in year 1 and N=30 students in years 2 and 3), their families, and their general and special education teachers will comprise the sample. Data will include classroom observations, teacher and parent interviews, and student assessments to gauge reading progress.

Products: Anticipated outcomes include the identification of: 1) instructional arrangements, strategies, and approaches that promote literacy acquisition for LEP students with reading-related LD at various levels of Spanish/English proficiency; 2) identification of home/community supports available to children for literacy development; 3) the nature of collaboration among bilingual, general, and special education programs; and 4) teachers' perceptions regarding students' reading difficulties. A comprehensive literature review will also be produced and disseminated. Ultimately, the products of this study will help school districts design programs and services consistent with the literacy needs of LEP students.

Grant Number: H324C990052

Assistive Technology Expert System

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The goal of this project is to develop an expert system that will equip service providers with guidelines for selecting assistive technologies based on specific student needs and functions.

Method: The project activities will include: 1) identifying human functions that become barriers to students with disabilities for meeting their educational goals; 2) identifying typical demands of various educational settings; 3) identifying demands of assistive technologies; 4) validating the relationships among human functions, environmental and technological demands, and assistive device functions; 5) organizing this knowledge into an expert system for "non-expert" use; and 6) disseminating the expert system nationally via the World Wide Web.

Products: The resulting product will be an interactive, question-driven database posted on the World Wide Web.

Grant Number: H324C990059

Post Secondary Status of Early Intervention Program Participants

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project will conduct a second-generation research study to examine the long-term effects of early intervention on children and their families. The two major goals of the study are: 1) to establish the postsecondary status of adults with disabilities who participated in an early intervention program during their infant, toddler, or preschool years, and to relate differences in postsecondary variations to differences in experiences or opportunities during the early periods of development; and 2) to conduct case studies of persons having relatively similar kinds of experiences from birth to 18 years but who have different postsecondary outcomes, to ascertain the reason for their different courses of life. This investigation will yield the first longitudinal long-term follow-up data on children with disabilities who have reached the age of 18 years.

Method: The investigation will involve the long-term follow-up of 300 children who participated in an early intervention program begun in 1972. Data will be collected from previous program participants who are now 18 years old or older. Multiple regression analysis by sets will be the principal means used to assess the long-term outcomes of early intervention and cluster analysis will be the principal means to identify the experience clusters from the early intervention/preschool, elementary school, and secondary school variables.

Products: The study will provide needed empirical second-generation evidence about the long-term effectiveness of early intervention with children with disabilities and their families. It will allow researchers and other stakeholders to better understand the reasons for variability in adult status outcomes among young adults who experience a similar set of early intervention and school experiences. This will lead to a better understanding of the kinds of educational experiences that are most likely to influence postsecondary outcomes for children with disabilities and their families. The results of the investigation will be presented at professional conferences and published in journals as well as distributed to the families whose children participate in early intervention and education settings.

Grant Number: H324C990063

Conceptual Approaches to Teaching History to Students with Learning Disabilities in Integrated Settings

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of this project is to develop, field-test, and rigorously evaluate two contrasting approaches to history instruction with students with and without learning disabilities in inclusive middle school settings. The first approach to history instruction is a structured approach in which "Concept Maps" are used to provide students with a visual depiction of text structures. In the second approach, "Questioning the Author," teachers model an array of text structures in highly interactive learning environments.

Method: Four studies within two phases will be used to develop, field-test, and evaluate the effectiveness of these two approaches in helping students learn history and develop the ability to reason historically. Regular classroom observations will be conducted to determine how the instructional approaches are actually translated into classroom practices. Both quantitative and qualitative measures encompassing performance-based indices of student learning will be used to assess student understanding of key concepts, issues, and events in history, as well as their ability to think and reason historically.

Products: A major thrust in the dissemination will be presenting the findings to professionals working directly with students with learning disabilities. Widespread dissemination will be achieved through the role that the Eugene Research Institute will play as a part of the Elementary and Middle Schools Technical Assistance Center, a national dissemination effort to provide technical assistance to school districts. Professional development materials will be developed. Project findings will be disseminated at statewide and regional conferences. State-of-the-art electronic dissemination methods, including publishing materials on the World Wide Web.

Grant Number: H324C990069

Motivating for Competence: Integrating Child and Family Mastery Motivation Techniques into Provider Intervention for the Micropreemie

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Beginning Date: 9/29/99
Ending Date: 9/28/02

Purpose: Project Motivating for Competence will examine how early intervention can be most effective in preparing children for the regular education classroom. The central focus of the project is that children who are born extremely premature have a high likelihood of subtle neurological and learning issues. It will expand the discussion of implementation of mastery motivation techniques in early intervention service delivery by comparing preschool competence outcomes in a group of micropreemies that receives this type of early intervention and a group that does not.

Method: The project will address the areas of competence during infant/toddler years (regulation, developmental milestones, and mastery motivation) and how they affect preschool and school-age competencies. Project Motivating for Competence will train and support early intervention providers to expand their strategies for working with young children, discussing interventions with parents, and enhancing competence by looking beyond developmental milestones and the qualitative differences within those milestones to examine how the child achieves his/her goals and how the parent responds to and facilitates the acquisition of those goals.

Products: The results of this project will advance innovative early intervention strategies to address all aspects of overall competence and to provide insight into the foundation for successful school competence. The project will contribute to the advancement of a competence theory that defines the tools a child needs for successful functioning. Results will be disseminated to communities of early intervention and preschool practitioners whose work is directly involved with children and families and to the families themselves. Findings and products will be disseminated through journal articles and conference presentations.

Grant Number: H324C990074

Prevention of Social and Behavioral Problems: Steps to Achieving Resilience (STAR)

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will develop, implement, and investigate the effectiveness of a comprehensive, multidimensional package of interventions in promoting the development and well-being of preschool children and preventing the occurrence of social and emotional problems in later years.

Method: The field-initiated research project will develop and test interventions designed to impact factors in the preschool years that are predictive of later social/behavioral problems. Two hundred preschool children and

their families in two cohorts will receive intervention over the three years of the project. Three levels of intervention will be investigated, each level being provided in addition to previous levels: 1) Universal: Classroom-Based Teacher Training; 2) Selected: Small Group Parent Education and Support; and 3) Indicated: Individualized Home-Based Support and Tutoring.

Products: The impact of this project will be to produce classroom- and home-based interventions that will enhance preschool children's social development and school performance and increase the likelihood of children's future success, reducing the risk of social/behavioral problems and the need for the provision of special education and related services. The following products will be prepared: presentations for professional conferences and university seminars, articles for journal publications, ERIC documents, monographs, a manual, and inservice training and consultation.

Grant Number: H324C990082

An Investigation of Hispanic Juveniles with Specific Learning Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The University of Puerto Rico (UPR) will conduct research on the number of Hispanic juveniles with specific learning disabilities (HJSLD) in correctional institutions. Having a specific learning disability (SLD) and being Latino and poor puts a young male at-risk of prolonged school failure, dropping out of school, and facing the law. This three-year study will improve human and educational services for HJSLD, aimed at finding out the differences between HJSLD and boys with SLD who have never faced the law, determining current correctional service conditions for HJSLD, and developing and implementing a new correctional SLD service paradigm based on project findings.

Method: This project will consist of four stages. In Year One, the histories, traits, and environments of 20 male delinquents with SLD will be compared with 20 matched boys with SLD; the services that the 20 juveniles are receiving will be compared; and a new juvenile service paradigm for SLD will be developed in an interdisciplinary and interagency process. In Years Two and Three, an investigation will be conducted into the impacts of the new paradigm on the same 20 juveniles when implemented in a Puerto Rico (PR) juvenile institution.

Products: The project staff will produce and disseminate research reports on the new juvenile SLD intervention model and its effects, resulting juvenile Spanish assessment and intervention instruments, team work guidelines for HJSLD, and additional research and training agendas.

Grant Number: H324C990083

Assessment-Based Intervention for Special Education Students with ADHD

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The project consists of three interrelated studies that apply and extend results of research on matching theory to the assessment and treatment of academic and behavior problems of children with attention deficit/hyperactivity disorder (ADHD) in urban elementary schools.

Method: In the first study, the project will evaluate a practical, computerized assessment methodology for identifying individual sensitivities to variables that affect the choices of children with ADHD (n=30). In the second study it will evaluate the extent to which choices (representing self-control vs. impulsivity) can be established through changes in those variables (N>15). In the third study, project staff will work with school personnel in the design, implementation, and evaluation of classroom interventions informed by results of the choice assessments to address students' educational and behavioral needs (N=15). The experimental methodology will involve direct measurement of independent and dependent variables using computerized data collection and single-case experimental designs.

Products: The project has the potential to contribute to knowledge and practice by: 1) encouraging a functional conceptualization of the behavioral and educational excesses (impulsivity) and deficits (self-control, attention to task) of children with ADHD; 2) providing an objective, conceptually systematic, empirically based assessment of behavior characteristics of ADHD that can be used to both inform and evaluate treatments; 3) developing a computer program for use as both an assessment and individually tailored instructional tool; and 4) providing information on the design of effective and ecologically valid interventions to address the needs of special education students with ADHD in general education classrooms. A newsletter article will be prepared, presentations will be made at local seminars and conferences, and manuscripts will be prepared for publication. The project staff will prepare a brief description for listservs and World Wide Web sites (including availability of software program). Annual reports will be prepared for distribution to agencies and clearinghouses.

Grant Number: H324C990090

School-to-Work Connections: Non-Traditional Career Opportunities for Females with Disabilities

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Beginning Date: 8/21/99
Ending Date: 8/20/01

Purpose: This project will explore female participation in nontraditional vocational education, an area where research on the participation and outcomes for females with disabilities is virtually missing from the literature.

Method: The project will consist of six studies over a three-year period. The research will identify factors that contribute to and predict the successful participation of females with disabilities in nontraditional vocational education programs, and it will explore the relationship between participation in nontraditional vocational education programs and post-school outcomes. The project will investigate the factors relating to facilitating success for this population and the relationship between these factors and specific postschool outcomes. It will identify the specific barriers that females with and without disabilities have encountered in nontraditional programs and strategies they used to overcome those barriers.

Products: In order to link this research to practice, a consulting team will develop a specific set of recommendations for the National School-to-Work Office and the Illinois State Board of Education that includes problem-specific strategies, target audiences, responsibilities of state agencies, impact, and evaluation measures.

Grant Number: H324C990091

Is Prelinguistic Communication Intervention Necessary?

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Beginning Date: 1/01/00
Ending Date: 12/31/03

Purpose: This project will address a question of fundamental importance to early intervention practice and policy: Does a comprehensive prelinguistic communication intervention, implemented one year prior to a comprehensive language intervention, result in young children with disabilities achieving significantly more advanced communication and language development than children who receive only the later-administered language intervention?

Method: A longitudinal, experimental design study will be developed to answer this question. Sixty (N=60) young children with initial evidence of mild to moderate mental retardation and prelinguistic communication skills similar to those of nine to 15 month old typically developing children and their primary caretaker will be recruited through local early intervention programs. They will be randomly assigned to one of two groups. Children assigned to Group A will immediately receive a comprehensive six-month prelinguistic communication intervention. The intervention will consist of staff-implemented prelinguistic milieu teaching and responsive interaction training for parents. At the end of a subsequent six-month maintenance period, they will receive six months of comprehensive early language intervention. Children assigned to Group B will receive no project-implemented intervention for 12 months, then they will receive the same early intervention language intervention for six months as children in Group A. The communication and language development of all children in both groups will be assessed at four points: at pretreatment and then at 6, 12, and 18 months. These assessments will include key measures of receptive and productive language development and use. The longitudinal, experimental design will allow several critical comparisons to be made including the effects of prelinguistic communication vs. no intervention and the effects of prelinguistic communication intervention plus later comprehensive language intervention vs. later comprehensive language intervention.

Products: The outcome of this project will have direct implications for the emphasis and focus of intervention efforts with children between the ages of two and four years. The results of this study will be submitted for publication. Presentations at conferences will take place and manuscripts will be written.

Grant Number: H324C000004

Improving Receptive and Expressive Outcomes in Young Children with Developmental Delay: A Comparison of Three Intervention Protocols

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Beginning Date: 7/01/00
Ending Date: 6/30/05

Purpose: In this investigation, the relative efficacy of three different early-language treatment approaches will be examined, in terms of immediate and longer-term effects for young, prelinguistic children with developmental delay. The treatment procedures are differentiated by provision of training to 1) primary caregivers; 2) directly to the children; or 3) a combination of the two. Each of the treatments is designed to promote children's receptive language development and facilitate transition to expressive language use.

Method: The sample (prelinguistic children with developmental delay) represents a group for whom little is known in terms of comparative efficacy. As a result, minimal information is available to guide the selection of one intervention approach versus another intervention approach, or the conditions under which a combination of approaches may be most effective. The rationale and design for this investigation derives from two areas of inquiry. The project will evaluate the extent to which direct lexical training, caregiver verbal responsivity training, or a combination of the two are effective, not only in comparison to each other, but also in terms of varying characteristics of participants in the research. The relative effects of the treatment conditions will be examined in the short and longer term (i.e., pre-, mid-, & post-intervention, and through five observations spread over the 18 months following intervention) for a total of eight observation points over a two-year period. Global efficacy will be addressed by comparing outcomes of each treatment condition to the other. More individualized efficacy data (i.e., individual characteristics x treatment condition) will derive from examining: 1) child and caregiver growth patterns and their interrelationships within and between the treatment conditions; and 2) variations in growth attributable to specific child, caregiver, and family characteristics.

Products: This research will generate information regarding mechanisms and individual characteristics contributing to children's successful transition to linguistic communication. Through planned dissemination and impact activities, the project will make a substantial contribution to intervention practices.

Grant Number: H324C000022

Curriculum-Based Measurement with Diagnostic Analysis to Improve Reading Outcomes for Students with Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: This project will develop computerized curriculum-based measurement (CBM) diagnostic analysis in reading, study its reliability and validity, and examine outcomes associated with teachers' use of this diagnostic

analysis. These outcomes are increasing reading achievement, decreasing inappropriate classroom behavior, reducing over-representation of students of color in special education, and increasing general and special education alignment.

Method: In Year 1, the project will develop diagnostic analysis for grades one thru six, examine its reliability and validity, and develop individual and group teaching recommendation systems. In Year 2, the project will conduct a large-scale experimental study assessing the value of diagnostic analysis beyond CBM-graphed analysis. In Year 3, the project will examine the value of the teaching recommendation systems over and beyond diagnostic analysis.

Products: The study will provide teachers with a computerized classroom-based reading assessment system that simultaneously: 1) quantifies progress over time and quickly identifies students whose reading growth is inadequate, 2) qualitatively describes students' reading performances, and 3) provides teachers with recommendations about how to connect the assessment information to instruction. The project will produce, field test, and disseminate a manual and video to train teachers in the use of CBM reading diagnostic analysis.

Grant Number: H324C000024

Early Years: Optimizing Outcomes for Infants and Toddlers Living in Poverty

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This research project will improve early intervention (EI) for infants and toddlers from high-poverty backgrounds with multiple risks for developmental delays and disabilities. The aims of the project are to: 1) examine an integrated, activity-based early intervention approach; 2) measure effects on children and families; 3) assess the impact on service providers and systems; and 4) disseminate project results.

Method: The project will examine Integrated Activity-Based Intervention conducted in natural community environments (other than homes or childcare settings) as contexts for learning and development. The principle features of Integrated Intervention include: 1) use of community settings and the activities that make up these settings, as a context for learning and development; 2) provision of EI where services enhance children's participation and learning within the context of community activities; 3) use of an Integrated Intervention as the curricular approach for providing interventions; and 4) coordinated transition from infant-toddler programming to preschool options. The research study will use a multidimensional design that includes both quantitative and qualitative measures to investigate the effects of the intervention on children, families, providers, and the system. The study will enroll 80 children and their families (50 subjects; 30 comparison), follow them until each child's third birthday, and end with transition to preschool options. The intervention will be tested with: 1) families who reside in urban settings, are members of racial or ethnic minority groups, and are living in high-poverty areas; and 2) children, aged birth through two years of age, who demonstrate multiple risks for developmental disabilities because of a combination of environmental, biological, or established risk factors.

Products: Data will be analyzed in order to understand and improve impact and outcomes and to refine training and intervention procedures. The project will result in a research-based Integrated Activity-Based Intervention approach with curriculum, training, data-based tracking, and research procedures that will be replicable by EI programs.

Grant Number: H324C000029

The Demography of Inclusive Education: A Baseline and Intervention Research Program

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Beginning Date: 6/01/00
Ending Date: 5/31/03

Purpose: This project will address specific problems of over-identification and under-identification of children with disabilities, and improved alignment and compatibility of general and special education reform. Practice indicates that special education students of color have either been ignored or have failed to benefit from the promises and opportunities of school reform and its most prominent special education strategy, inclusive education. The essential question is how to bridge the chasm among school reform, inclusive education, and special education access, services, and outcomes for students of color. This research study will address this question through a four-phase design which will include: 1) defining the scope of the problem (administrative data analysis); 2) obtaining multiple perspectives on the data findings (stakeholder focus groups); 3) observing in situ interactions; and 4) testing an empirically designed intervention across various minority families.

Method: The research design is framed by Status Characteristics Theory, which postulates that demographic characteristics have the power to direct performance opportunities, influence, and rewards in task interactions (e.g., special education placement decisions, instruction, and post-school outcomes). This theory supports a substantial body of school- and classroom-based intervention strategies which will assist the research program in not only defining the extent of the problem, but also in addressing its remediation. Each phase of the research program will be reviewed and assisted by a team of minority special education parents and field specific experts.

Products: As the project identifies ways in which school reform and inclusive education can enhance services and outcomes for children of color, findings will be disseminated to inform policymakers, practitioners, and parents.

Grant Number: H324C000033

Using DIF Analyses to Examine the Effects of Testing Accommodations on Students' Responses to Test Items

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Beginning Date: 8/01/00
Ending Date: 7/31/04

Purpose: This four-year investigation examines the effects of testing accommodations on the scores of students with and without disabilities on alternate forms of a mathematics test and a reading test typically used in statewide assessment programs.

Method: The major objectives of this investigation are to: 1) document the effects of testing accommodations commonly used with students with disabilities, and 2) examine the consequences of using testing

accommodations by comparing the item characteristic curves for students with and without disabilities under both accommodated and unaccommodated testing conditions. An interview concerning teachers', students', and parents' perceptions of testing accommodations' effects will also be conducted. Data from all individual cases will be summarized using effect size statistics and single-case meta-analytical procedures to document the effects of accommodations on total test scores. Then, differential item functioning (DIF) analyses will be conducted to examine the effects of testing accommodations on individual mathematics and reading test items. The database for this study will consist of 800 eighth-grade students (400 with disabilities and 400 without identified disabilities).

Products: Accomplishment of the objectives of this study will advance knowledge about the effect of testing accommodations on students' total test scores and the items that contribute to the total score. This investigation is one of the first large-scale efforts to use DIF analyses to detect bias items within an experimental investigation of testing accommodations.

Grant Number: H324C000035

Co-Teaching in Secondary Schools

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: In response to the national trend to more inclusive education for secondary-age students with disabilities, school districts and teacher educators have encouraged a service delivery model of special education in which students with learning disabilities and their teacher are integrated into content subject classes. In these models, the use of co-teaching between general and special education teachers helps to accommodate the needs of both the students with disabilities and the other students in the class. The goal of this project is to answer questions such as: 1) what goes on in co-taught classes; 2) what roles and responsibilities each teacher assumes; 3) how teachers plan for co-taught lessons; 4) how content-subject expertise (or lack thereof) influences the approach to co-teaching that can be selected for implementation; and 5) whether co-teaching enhances the learning environment in ways that impact on student achievement.

Method: Five studies are planned. The first three studies utilize qualitative research methods (observations augmented by interviews) to document and describe what co-teaching looks like in urban, suburban, and rural school districts in Allegheny County (Pennsylvania) and western New York state. The fourth study utilizes quantitative observational research methods to explore the ways in which secondary content subject teachers teach differently when they teach solo and when they participate in co-teaching. The fifth study explores whether co-taught classes provide enhanced learning opportunities and learning outcomes for students with learning disabilities.

Products: The results of these studies will be a large and rich database of co-teaching practices and their impact on classroom learning opportunities and outcomes for students with disabilities. Careful analyses of this database will produce reports, policy statements, and recommendations that should have profound impact on preservice and inservice teacher preparation and policy in both special and general teacher education.

Grant Number: H324C000043

Study of the Alignment of Special and General Education Reforms in Comprehensive School Reform Demonstration Programs (CSRD)-Funded Title I School Wide Programs in Two Different State Policy Contexts

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This project is a study of the alignment of special and general education reforms funded under the Comprehensive School Reform Demonstration (CSRD) Program Title 1 school-wide programs in two different state policy contexts. The project will address curriculum and instruction, evaluation and accountability, and administrative procedures, analyzing data at the national and state levels. The study will be conducted by the Academy of Educational Development (AED) in conjunction with the National Association of State Directors of Special Education (NASDSE) and RMC Research Corporation.

Method: The study will focus on: the inclusion of special education in state CSRD policies; how local Title 1-funded schools incorporate special education, students with disabilities, and their families into school-wide programs as well as how CSRD model developers address these needs; the impact of CSRD funding on Title 1 school-wide programs; identification of the primary barriers to aligning reforms into CSRD; and how CSRD funding promotes the improved alignment of general and special education reforms. The study's design, similar to other studies on systemic reform, incorporates quantitative and qualitative data collection and analyses. At the national level the study will conduct and analyze: 1) questionnaires of all State Directors of Special Education, Coordinators of State Improvement Grants, and State CSRD Coordinators; and 2) questionnaires and interviews with CSRD model developers. At the state level, the project will work with Maryland and Massachusetts and conduct in-depth case studies with mixed-method research methodologies (observations, interviews, review of documents, and focus groups). The study's advisory board will include a person with a disability, a parent of a child with disabilities, researchers in general and special education reform, technical assistance providers, local-level administrators, teachers, and a state-level administrator.

Products: This project will contribute to the knowledge and improvement of special education reform and its alignment with the CSRD program, which operates in over 2,500 schools in all fifty states. The study will extend the research base and provide new information about the inclusion of special education and students with disabilities and their families in CSRD Programs and Models and state reform efforts. The study's findings will be turned into a series of research reports and practical products that will be disseminated to administrators, researchers, technical assistance providers, CSRD model developers, and other interested parties.

Grant Number: H324C000049

Remediation and Prevention of Aggression in Young Children with Severe Emotional Disturbance: A Study of Regional Intervention Program (RIP) Replication Site Efficacy

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: Follow-up studies have indicated that young children with severe aggressive behaviors who participated in the Regional Intervention Program (RIP) are now indistinguishable from typical peers in home and school settings. Moreover, these individuals' adult status is characterized by gainful employment, high educational achievement, and minimal criminality or antisocial behavior. This two-phase study sequence will provide a multigenerational analysis of 60 former RIP clients (now adults) and their offspring, along with an examination of 60 former clients from replication sites who are three to nine years away from active intervention.

Method: Specifically, the adult follow-up and replication phases of this project will generate "first-time information" from RIP replication sites to address such vital knowledge and application issues as: 1) What is the adult-life status of children who received quality early intervention for severe aggressive behavior?; 2) How do the offspring of these individuals function in school and home?; 3) What early-appearing behavioral patterns or family variables are associated with who has responded best to intervention over the 20-year plus period?; 4) What are the estimated cost savings to society from participation in RIP?; 5) What are the contemporary community, family, and school variables that are associated with the best adult and offspring outcomes?; 6) Considering all the data, how can educators build the most efficacious, long-lasting models of intervention to reduce the staggering societal and personal "costs" of aggressive behavior?; 7) Can the initial results of the RIP Nashville model be replicated across program replication sites with a highly diverse population, thus leading to clear policy and practice recommendations?

Products: This sequence of studies has been designed to develop and validate the following products: 1) a validated observational procedure for assessing children's social interactions, deportment, and engagement behaviors in school and home contexts; 2) an ecobehavioral strategy for identifying variables associated with children's follow-up status following early intervention; 3) new research insights into the individual and collective contributions of school and home variables on children's long-term status; 4) a set of potential strategies for improving children's follow-up status by manipulating ecobehavioral contexts; 5) a manual for direct care staff that covers the essential contexts, scope, and instructional parameters for instituting effective follow-up environments; and 6) a model that other researchers may employ to examine follow-up status.

Grant Number: H324C000061

A Study of the Impact of Vermont's Equal Educational Opportunity Act on Special Education Service Delivery and Expenditures

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This three-year study will explore the ways in which the service delivery and expenditures associated with special education and other support services in ten schools in Vermont are being affected by the implementation of recent state legislation focused on equalizing general education funding and education opportunities, and will determine whether or not a relationship exists between funding changes and performance of students with and without disabilities on state standards-based assessments.

Method: The legislation—known as the Equal Educational Opportunity Act of 1997, or Act 60—has received national attention for its efforts to equalize opportunities for students through the following: 1) "financial provisions," which redistribute state funds for general education to ensure financial equity across school districts; and 2) "quality components," which establish state standards for curriculum and assessment and require schools to engage their communities in developing local action plans to improve student performance. Three substudies will be conducted within a multi-faceted research design incorporating qualitative and quantitative research methods. In Substudy 1, multiple site visits employing qualitative research methods will be conducted for the purpose of identifying and describing the impact of Act 60 on the design, delivery, and costs of special education and other support services. Visits to each of the ten sites will include individual interviews with selected local administrators and teachers; group interviews with teachers, parents, and paraeducators; reviews of relevant documents; and classroom and meeting observations. In Substudy 2, a program and expenditure analysis will be conducted for the purpose of analyzing quantitative data related to the delivery and costs of special education and other support services at each of the ten sites. The analysis will include data from five years: the year prior to implementation of Act 60 (1996-97), and the first four years of Act 60's implementation. Substudy 3 will study the participation and performance of students with and without disabilities on state standards-based assessment measures across 10 sites. Data will be collected during Years I and II and will be analyzed to determine whether or not relationships exist between student performance and changes in levels of state funding, and the extent to which students with disabilities are included in state standards-based assessments. The study's activities will be guided by an advisory board including parents and consumers.

Products: Findings and conclusions will be widely disseminated through a Policy Forum, co-chaired by the State Director of Special Education, as well as through a variety of activities designed to reach policy makers, stakeholders, and researchers at the state and national levels.

Grant Number: H324C000072

Turning Point Effects for Students with and without Disabilities Who Are Involved in School Disciplinary Actions

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Beginning Date: 6/01/00
Ending Date: 5/31/03

Purpose: Students with disabilities are vulnerable to involvement in school disciplinary processes that have questionable effectiveness in terms of changing problem behavior. Zero-tolerance policies, in particular, provide little guidance for students to change negative patterns of behavior and are likely to exacerbate the problems that these students experience. Therefore, educators need to understand negative trajectories of behavior that lead to repeated involvement in school discipline. Information is needed about individual and contextual (special education, discipline, family responses) influences that contribute to positive or negative trajectories. In particular, which of these influences, otherwise known as "turning points", help students avoid future problems? The study uses the research traditions of risk and resiliency, developmental trajectories of behavior, and turning point effects as a framework for understanding student (both with and without disabilities) pathways through the school discipline process.

Method: Qualitative and quantitative data collection will be focused on delineating individual and system factors that influence trajectories and turning points. Individual temperament and the systems effects of special education and school discipline strategies will be the focus of data collection.

Products: The results of this project will inform special educators about the individual competencies and system interventions that are needed to help students with and without disabilities to begin positive behavioral trajectories. Behavioral planning will be facilitated by increased knowledge about how to fit student characteristics with school, discipline options, and family support.

Grant Number: H324C000091

Examining the Validity of Functional Behavioral Assessment: Listening to Teachers, Parents, and Students with Serious Emotional Disturbance

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Beginning Date: 8/01/00
Ending Date: 7/31/03

Purpose: Functional behavioral assessment (FBA) is a new requirement of IDEA '97 for students who exhibit challenging behavior. Research on the validity of FBA procedures in public education settings is extremely important to ensure efficacious treatment for consumers. In this study, 30 students with emotional disturbance will receive interventions based on FBA, and 30 students with emotional disturbance will receive interventions based on behavior consultation (BC). The absolute priorities of preparing procedures, findings, and dissemination will be demonstrated through a series of validity studies.

Method: The content validity of commonly used FBA instruments will be determined. The convergent validity of interviews, descriptive behavioral observations, rating scales, and checklists administered to parents, teachers, and students will be established by analyzing verbal evaluations and paper-and-pencil evaluations administered to parents, teachers, and students with emotional disturbance during each phase of treatment. The criterion validity of the treatment implementation will be assessed using a single-subject ABAB design for each student. The treatment validity will be determined by comparing the effect size between FBA and BC treatment outcomes. In addition, the habilitative validity will be determined by correlating the treatment effect size with disciplinary actions taken with the students with emotional disturbance.

Products: In addition to written products for publication, training in the FBA procedures will be disseminated to local school personnel, educational service districts, national conferences, and parents.

Grant Number: H324C000105

The Special Education & Reading Interface: Supporting Coordinated Statewide Reform

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: This project will conduct applied, policy-focused research into the special education/reading interface. This project responds to two Congressional priorities: #1: "over- and under-identification of children with disabilities", and #3: "studying and improving alignment and compatibility of general and special education reforms" by studying eligibility and instruction in reading for students with learning disabilities and highlighting findings for Hispanic and African-American children.

Method: Texas A&M University researchers will collaborate with state-level special and general education decision-makers to: 1) conduct a broad survey of reading and special education issues across all 1,222 Texas school districts; 2) collect detailed student-level data from site visits in strategically selected districts; 3) summarize and present results for policy and programmatic decisions; and 4) disseminate findings within and beyond Texas.

Products: Although the research is based in Texas, its impact will be national, because of Texas' past leadership in statewide reform efforts, and because many of its challenges are common to all states, such as growing numbers of children who are culturally/linguistically diverse, shortages of qualified teachers, and problems of urban decay and rural scarcity of services.

Grant Number: H324C000107

Preventing Children with Emotional/Behavioral Problems from Developing Emotional Disturbances: Personal Responsibility Training (PRT)

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project addresses the need for research on prevention strategies used with elementary students who are at risk for emotional disturbances. The project will examine the extent to which the Personal Responsibility Training (PRT) Curriculum increases the acquisition and generalization of responsible social behaviors of inner-city students via self-management.

Method: Twenty-four classes (approximately 900 students) representing four elementary schools will participate in focus groups to validate the previously identified categories of target behaviors to be taught using the PRT curriculum. Target behaviors will also be validated in a descriptive study. The prototype of the PRT curriculum will be field-tested during the first year in an elementary school using two methods of analysis: 1) a multiple baseline design across four classrooms, and 2) within each classroom using a multiple baseline across three behavioral response classes. In Year 2, the main field test will take place in two elementary schools using pre/post-test design between randomly assigned classes with a multiple baseline design across classes nested within the treatment condition. Booster sessions will be conducted and follow-up data collected. During Year 3, the final version will be tested in an exportability study in a fourth elementary school. Boosters will be conducted again and follow-up data collected.

Products: Project findings and information regarding materials will be disseminated through World Wide Web sites. Manuscripts will be submitted for publication in professional journals and workshops will be presented at national, state, and local conferences. The project dissemination plan will focus on reaching multiple audiences including educators, parents, and others interested in effective practices of self-management and social competence.

Grant Number: H324C000114

Teacher-Researcher Partnerships to Promote Success in Inclusive High School Science and Social Studies Classes

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project will develop teacher-researcher collaborative partnerships to design, implement, and field test instructional practices for high school-aged students with disabilities in inclusive science and social studies

classes. This project is intended to improve academic performance and access to the general education curriculum for students with disabilities. Access to curriculum can lead to improved standard-based learning, postsecondary education experiences, and enhanced quality of life for individuals with disabilities.

Method: The project involves building teacher-researcher partnerships to design and implement effective strategies based upon previous research. Major research-based practices that will be modified to meet the needs of high school-aged students and teachers include peer mediation, comprehension strategy instruction, content enhancements, test-taking skills, and parent involvement. In the first year, the project will develop the teacher-research partnership model and carefully study and document its implementation through a series of case studies. In the second year, a large-scale randomly assigned experimental study will further test the model. During the third year, a replication and extension study will be implemented based upon feedback from previous years.

Products: Approximately, 1,200 students (including 300 students with disabilities), their parents, and 80 general and special education teachers will be involved as participants and will directly benefit from the three-year project. Dissemination efforts will provide local, state, and national impact for the model of teacher-researcher partnerships to promote inclusive learning. Products including case studies, research reports, training manuals, and World Wide Web pages will be developed for practitioner, parent, researcher, and policy audiences.

Grant Number: H324C000116

The Sustainability of Family-Centered Practices Project

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Beginning Date: 10/02/00
Ending Date: 9/30/03

Purpose: The Sustainability of Family-Centered Practices Project will examine: 1) the extent to which family-centered practices have been sustained in early intervention programs across the country that received training, and 2) the factors that have influenced and supported the sustainability of these practices where they occur.

Method: This research project will include two separate studies, and the findings from the first study will guide the work of the second study. A modified case study methodology will be used in both studies with individual early intervention programs as the unit of analysis. Study 1 and Study 2 will each contain 12 cases (early intervention programs). In Study 1, three constructs (state-level policies and practices, program-level policies and practices, and practitioner factors) will be investigated to determine how they have influenced the sustainability of family-centered practices. The factors to be investigated in Study 2 will be determined from the results of Study 1. The program participants will be selected from early intervention programs that participated in an intensive on-site family-centered training project, the Family Enablement Outreach Training Project, which provided training to over 50 Part C (then called Part H) programs in over 25 states. The programs to participate in the Sustainability Project will be chosen based on evaluation data from the Family Enablement Project, which includes the level of responsiveness to the training and the level of change or adoption that was made in family-centered practices at the end of training.

Products: The project will ensure that the results are widely disseminated to direct service staff, administrative personnel, and decision makers whose efforts and decisions impact upon preschool children who are developmentally disabled and their families. The results will provide better understanding of: 1) the extent to which family-centered practices have been achieved and undergone adaptation and change over time; 2) the type and

extent of support needed during implementation to support change; and 3) the degree to which consistency of the lead agency, site leadership, and staff and policy requirements influence the sustainability of practices.

Grant Number: H324C000127

Deaf and Hard-of-Hearing Students: Mathematics Problem Solving Success and Strategies with Signed Story Problems

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: This project will develop a framework for teachers of deaf and hard-of-hearing students to increase their knowledge of specific details regarding the relationship between arithmetic story problems and problem-solving strategies of these students. Since no such framework exists for the particular needs of this group, the project will enable deaf education teachers to better align their instruction with current reforms in the mathematics curriculum.

Method: Through interviews that present signed arithmetic story problems to primary-level deaf and hard-of-hearing children, the project will investigate students' problem-solving strategies and the relationship of their strategies and success to the different problem types. Findings will be compared to the general education framework. Research design is based on well-documented and robust information about these relationships developed within general education research and informed by work done by project staff within deaf education that has identified aspects of sign language that indicate an improvement in students' problem-solving processes.

Products: The project will contribute to the development of theory, knowledge, and practice in the field of deaf education by helping to improve the quality of mathematics instruction to deaf and hard-of-hearing students and to increase the students' problem solving skills and mathematics achievement. By developing a framework, it will help fill the void in research regarding deaf children's problem-solving strategies and expand what is known in mathematics education regarding the relative difficulty of story problems and student solution strategy choice. Study results will be disseminated at participating schools and through national conferences.

Grant Number: H324C000131

The Effectiveness of Embedded Instruction in Supporting Students with Severe Disabilities in General Education Classes

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Beginning Date: 8/01/00
Ending Date: 7/31/03

Purpose: The project will extend the current research base on embedded instruction as a strategy for supporting the education of students with severe disabilities in general education classes. By doing so, the project will

promote improved alignment and compatibility of general and special education reforms concerned with curriculum and instruction.

Method: The project has the following five objectives: 1) conduct two studies examining the effectiveness of embedded instruction in general education classes; 2) conduct a series of three studies comparing the relative effectiveness of antecedent prompting strategies; 3) conduct one study comparing the effects of two trial distribution schedules; 4) conduct two studies comparing embedded instruction and traditional massed practice teaching formats; and 5) develop a procedural guide designed to assist general and special educators to design and implement embedded instruction for students with severe disabilities.

Products: The results, findings, and conclusions of the research studies will be disseminated to researchers, individuals with disabilities, and their parents through a variety of print and electronic media and through presentations at state and national professional conferences.

Grant Number: H324C000136

Impact of Retention in Grade on Children with Mild Disabilities and/or Low Achievement

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project addresses the problems of over-identification and under-identification of children with disabilities and ways of promoting improved alignment and compatibility of general and special education reforms. The project is responsive to California's recently enacted policy prohibiting social promotion and examines the extent to which children recommended for retention in grade are simultaneously eligible for special education services.

Method: Prior research addressing characteristics of children retained in grade identified factors closely resembling those characterizing children with mild mental retardation, learning disabilities, emotional disturbance, and attention deficit hyperactive disorder — that is, they are male, exhibit problem behaviors coupled with low achievement, are disproportionately minority students, and come from disadvantaged homes. The project will select a total sample of 300 students in second grade from three school districts serving students coming from low- and middle-class families with considerable ethnic diversity, and stratified as follows: retained in grade, low-achieving promoted, and regularly promoted. Using research-based diagnostic criteria, the participants will be assessed to establish eligibility as having emotional disturbances, learning disabilities, mild mental retardation, or attention deficit hyperactive disorder. The project will establish the magnitude of undetected mildly disabled students among the retained group, examine the short- and long-term consequences of retention in grade (and whether they differ for mildly disabled students), and describe and evaluate the efficacy of supplemental instruction provided to retained students.

Products: The project corrects flaws in previous research on retention and extends the range of outcomes to include socioemotional factors, thereby enhancing the potential impact of the work by informing practice, policy, and research in the alignment of general and special education reform.

84.023D and 84.324D
Directed Research Projects

Grant Number: H023D970107

Beacon Schools of Excellence: Replicating Exemplary Practices

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project proposes a three-phase procedure to identify high-performing or "beacon" schools at the elementary level, grades 1-5, to identify factors contributing to the academic success of students with disabilities in the context of exemplary learning results for all students, and to develop and disseminate procedural information intended to operationalize the practices in the schools identified as exemplary and to provide criteria to evaluate such practices.

Method: Educational practices will be examined at three levels: school, classroom, and individual student. Comparisons will be made between high- and low-performing academic environments relative to each level in order to identify the practices most highly related to the academic success of all students. The project will focus on schools within the lower sociometric status range, where schools face the most difficult challenges when educating students.

Products: The project intends to develop a procedure-implementation manual operationalizing the practices in the exemplary schools and provide a means through which program evaluation of such practices can be achieved. It also intends to replicate the identified factors and established procedures within low-performing school environments, helping to ensure the integrity of the implementation procedures, to provide validational support for the importance of the identified factors.

Grant Number: H023D970203

Families and Schools Together: An Experimental Analysis of a Parent-Mediated Early Intervention Program for Elementary Children

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Beginning Date: 1/01/98
Ending Date: 12/31/01

Purpose: This project proposes a three-year experimental study of a multifamily, early intervention program called Families and Schools Together (FAST) to support the special education goals of children with emotional disabilities, by engaging low-income, frequently stressed, and socially isolated families in ongoing involvement

with schools.

Method: The FAST project intends to increase accessibility of services by developing a partnership with parents of children who may be pre-referred for special education services for children with emotional disabilities and, for families under stress, developing a social support network and other protective factors that may reduce the number of emotional and behavior difficulties of the children, reducing also the number of referrals to special education. Each year approximately 30 participants and their families will receive the FAST program in one of three cycles. Data from direct observations of classroom behavior will be collected by trained observers and analyzed in terms of family involvement, emotional and behavioral status, and academic and social performance.

Products: This proposed research project has the potential to impact the science and practice of intervention with all students displaying emotional and behavioral difficulties in the classroom. It will work to increase appropriate parent involvement and decrease the likelihood that children showing signs of emotional and behavioral difficulties are placed into special education. The use of FAST as a family-centered pre-referral intervention service is expected to increase partnership and accessibility of special education services to low-income families and to increase children's resiliency, improve social behavior and academic performance, and allow children to maintain their regular education placements.

Grant Number: H023D970301

VCURRTC SSI Information Project

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Beginning Date: 1/01/98
Ending Date: 12/31/01

Purpose: This project of the Rehabilitation Research and Training Center is a collaboration among a minimum of 20 local school districts in five different states in a four-year effort to examine barriers to employment for young adults receiving SSI benefits. It intends to develop strategies and materials to promote the utilization of work incentives through the transition planning process and to apply qualitative and quantitative research methods to determine the relative effectiveness of strategies employed by this project.

Method: Transition programs in five states have agreed to participate in project activities. In each state, staff from the state education agency or the transition systems change project have agreed to facilitate teams of project staff members and local school district personnel to examine barriers to employment for young adults receiving SSI benefits, to coordinate local training and technical assistance efforts, and to monitor the results of training activities on transition planning and work incentive utilization.

Products: Several educational packages using different training strategies will be developed by a cadre of national SSI experts, advocates, transition planners, and consumers: satellite teleconferencing, Internet courses, self-instruction activities using videotapes and interactive CD-ROMs, and seminars and team training sessions. These methods are intended to capture a national audience, secure access to rural and urban areas, achieve diversity among participants, and maximize the number of participants to be served by the project. The distance education and self-instruction activities will be made available to students with disabilities, family members, school personnel, and adult services personnel in every state.

Grant Number: H023D970303

Strategies for Increasing the Utilization of SSI Work Incentives to Enhance Employment Results of Transitioning Youth with Disabilities

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The University of Minnesota, through its Institute on Community Integration and National Transition Network, in partnership with The Study Group and local education agencies, proposes to develop and test innovative strategies for increasing the utilization of the SSI work incentives by youth with disabilities. It will focus particularly on incorporating information concerning SSI work incentives in students' transition/IEP plans. This directed research project builds on the current expertise, capacities, and experiences of the University and other partners in addressing the transition service needs of young people with disabilities and their families through research, training, technical assistance, and information dissemination and outreach.

Method: This project will conduct qualitative and quantitative research/evaluation studies to determine the type, range, and effectiveness of materials, technical assistance, training, and other strategies developed to improve the postschool employment outcomes of youth with disabilities through increased use of SSI work incentives.

Products: The project intends to develop materials, technical assistance, and training support strategies that promote the utilization of SSI work incentives to enhance employment results for transition-age youth with disabilities and to establish a comprehensive dissemination and outreach strategy that shares information on the outcomes, effective strategies, and materials and products developed for individuals with disabilities, parents, professionals, and policymakers.

Grant Number: H023D970306

Increasing Utilization of the SSI Work Incentive by Students Approaching Graduation through Capacity Building at the Personal, Local, and State Levels

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will assess the effectiveness of integrating information and support on SSI work incentives into the transition planning process for students with disabilities, with a primary goal of increasing student, family, and school expectations for employment and improving employment outcomes. The project builds capacity at the personal, community, and state levels.

Method: The project will distribute specific information about work incentives to secondary school students and their families about work incentives through the IEP process, through locally provided training opportunities, and through parent and student mentors. It will develop the capacity to support career goals for SSI recipients by establishing work incentive teams in schools that include regular and special education staff. At the state level,

the project will incorporate a review of work incentive needs into the Statement of Needed Transition Services, and it will develop a work incentives expert network to address needs.

Products: The project will assess career path and barriers to employment in SSI recipients through a 3-year longitudinal study; it will also assess the impact of integrating work incentives information and support into transition planning on the use of work incentives and employment goals and outcomes. It will assess the outcomes of providing specific person-centered career planning and work incentives consultation as a supplement to project information and support activities.

Grant Number: H023D970308

RISES: Research in Social Security Employment Supports

Project Director: Vogelsberg, R. Timm
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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project addresses the initiative to research and implement innovative strategies which increase the utilization of SSI work incentives through the IEP-transition planning process. The strategies are intended to counteract the numerous barriers faced by persons with disabilities as they prepare to become part of the work force and to improve their post-school employment outcomes.

Method: The project will provide an analysis of the barriers to gaining Social Security income or work incentives and employment for young adults with disabilities, and it will identify strategies and materials which promote and increase the utilization of Social Security Work Incentives. It will institute quantitative and qualitative research methodology to determine the efficacy of the technical assistance strategies used to increase utilization of Social Security Work incentives. Research in Project RISES emphasizes preparation for a system-wide response to expand vocational rehabilitation partnerships and is consistent with federal initiatives designed to support successful learning.

Products: The increased knowledge about SSI work incentives that is expected to be gained through this project could lead to state-level adoption of approaches to improve utilization and life outcomes for individuals who have disabilities. Increased employment can alleviate the poor economic condition of people with disabilities and could support community vocational options instead of "waiting for services" lists.

Grant Number: H023D970400

Sustaining Effective Practices (STEP)

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project proposes to evaluate the process of change in three elementary schools to determine the extent to which the innovations instituted through a previously funded restructuring project have been sustained beyond the project and what factors, internal and external, have influenced the determined levels of sustainability.

Method: The effectiveness of three innovative instructional practices will be measured in heterogeneous classrooms: collaborative strategic reading, classwide peer tutoring, and making words. An explanatory case study design will be conducted to explain sustainability. Cross-case analyses will compare sustainability. In the final phase of the project, ways to support and improve the sustainability of the innovations at each school will be explored.

Products: The series of studies proposed by this project should provide information on the extent to which practices implemented in target schools are sustained, how they are modified, the extent to which they have been adopted and adapted by teachers, and how teachers and the culture of the schools have changed as a result of these practices. The research will help to determine the extent to which teachers perceive and can document outcomes for students as a result of these practices and the extent to which the practices have been disseminated to and implemented in other schools that did not directly participate in the initial studies. Thus, the research should make a contribution on local, state, and national levels.

Grant Number: H023D970408

Sustainability of Promising Innovations

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Beginning Date: 11/01/97
Ending Date: 10/31/01

Purpose: This project is designed to track and document the outcomes of schools that have been assisted by two restructuring projects to implement effective practices. At the first site, two types of innovations will become the focus: student-focused collaboration practices that provide supports to teachers and students with IEPs; and systems coordination, organizational structures that involve general and special educators and school/district administration in planning, implementing, and collaborating on special services delivery. At the second site, the focus will be a one-on-one tutoring program for first graders at the highest risk for reading disabilities.

Method: The staffs of each of the restructuring projects on which these two studies have been based have developed conceptual frameworks specifying hypothesized influences on school use of targeted practices. Both studies will address general research questions such as whether and how schools continue/adopt/adapt the innovative practices, the quality and fidelity of the school's sustained use of the practice, and the student outcomes when schools sustain innovations. Data collected to answer the questions will include on-site observations of classroom instructional practices and staff teams and meetings, surveys, and in-person and telephone interviews.

Products: The project intends to advance the current knowledge base on effective implementation and dissemination of the secondary inclusion model, to identify school and district resources and staff that are critical to maintaining effective instructional and organizational practices to support inclusion, to identify barriers that teachers and administrators face that prevent their ability to sustain effective practices without outside assistance or supplementary funding, and to provide local and other school personnel with the findings of the case studies to help them plan for the future of innovative inclusion practices and policies. Regional resource centers and other agencies and organizations will be used to disseminate the study results.

Grant Number: H023D970409

Project SUSTAIN: Strategies for Understanding and Sustaining Educational Innovations

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Beginning Date: 1/01/98
Ending Date: 12/31/01

Purpose: The purpose of this project is to study factors associated with the sustainability of educational innovations in secondary and transition services for youth with disabilities.

Method: To address the issues of developing effective secondary and transition practices to improve the poor post-school outcomes for youth with disabilities, this project will conduct in-depth case studies of a comprehensive secondary and transition innovation, the Youth Transition Program (YTP), being implemented in communities across Oregon and Arizona to address the school-to-work transition needs of these students. The project will complement and extend the program's database through the development of extensive case studies of a sample of local sites in each state.

Products: Case study data from this proposed project and student outcome data from the existing YTP database will be used to study the specific factors associated with the implementation, integration, and continuation of the YTP in local communities, and to investigate the robustness and utility of the project's model of sustainability. Findings will be summarized in products designed for both researcher and practitioner audiences. Products will be disseminated through a variety of mechanisms.

Grant Number: H023D970415

A Center to Study Sustainability (CSS) of Research-Based Interventions for Students with Learning Disabilities

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Beginning Date: 1/01/98
Ending Date: 12/31/01

Purpose: This project, a proposed research center, will study factors associated with the long-term sustainability of six projects designed to improve educational outcomes for students with learning disabilities. These projects have all provided convincing documentation of positive learning effects for students with learning disabilities.

Method: The center intends to describe the level of sustainability at each of the six project sites beyond the years of formal implementation and support. It will identify underlying factors that seem to be essential in promoting or hindering sustainability of research-based practices for students with LD. A multi-site case study design will be used, including generation of individual case studies and cross-site analyses of factors that foster or hinder sustainability. A variety of measures will be used to assess factors that underlie sustainability, including teacher understanding, teacher collegiality and school contexts, teacher efficacy, and teacher concerns about innovation implementation.

Products: A "think tank" of collaborating researchers, parents, and professional educators will help with data analysis, generation of policy implications, and dissemination. Findings will be disseminated in several ways to teachers and parents. A special issue of a journal or a book will be published in conjunction with the collaborating researchers and specialists.

Grant Number: H324D980006

Sustaining Comprehensive School Reform: A Comparative Case Study of Success for All

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: Through this project, the National Association of State Boards of Education and the Allegheny University of the Health Sciences will conduct a four-year study of the sustainability of efforts at comprehensive school restructuring that have demonstrated positive results for students with disabilities. The successful model from which this project draws was developed for inner city schools serving large numbers of disadvantaged children; the model sought to ensure that every child, including those with disabilities, learned to read in the early grades.

Method: The project will conduct a comparative case study of four schools to test the results of the model where sustainment of the model varies. It will assess the sustainability of the model, document outcomes for students with disabilities, and identify those factors that influence sustainability. In-depth case studies will be conducted using qualitative research methods and research will be guided by a broad-based conceptual framework that includes indices to determine whether or not a practice has been sustained and factors likely to influence sustainability.

Products: The study will extend the research base regarding education policy and school restructuring as well as provide new information about the inclusion of students with disabilities in general education reform. Findings will be disseminated to a wide variety of stakeholders at state and local levels.

Grant Number: H324D980013

Whole Schooling: A Study of Schools Linking Inclusive Education & School Reform in Urban & Rural Communities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This research study assumes an alternative perspective to issues raised by students with and without disabilities being educated in inclusive settings. Specifically, the study assumes that inclusive education with disabilities is part of a framework of best educational practices known as whole schooling. This approach

assumes that the primary goal of education is to empower students to become effective citizens in a democracy. It works toward this goal by including all students in the same learning environment, adapting teaching for diversity, and building partnerships between teachers and the community and families of students.

Method: The research strategies employed by the study will include a state survey of representative schools in which principals and teachers will be questioned concerning their approach to curriculum, inclusion of diverse students, supports and accommodations, and partnerships with parents and families. Observations and interviews conducted in a sampling of classrooms will focus on instructional practices for inclusion of students with disabilities. Six schools will be identified that are engaging in whole schooling practices or using whole schooling as a model to guide school reform efforts.

Products: The project will document results that illustrate the relationship between the components of whole schooling, the tools that can be used by researchers to further such studies, the tools that can be used by educators at multiple levels for self-assessment and planning, and the classroom practices that can be used to effectively illustrate the research conclusions.

Grant Number: H324D980016

Reading Comprehension in Inclusive Classrooms

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Significant progress has been made in designing beginning reading instruction for young children with reading disabilities (RD), but much less is known about children with RD in the intermediate grades who read very poorly despite several years of instruction and exposure to print. The aim of this research project is to design and refine reading comprehension approaches that reflect opposing but prevalent perspectives on what children with RD in grades 3, 4, and 5 need to succeed in general education classrooms. This project will develop and test the most effective methods of improving the reading comprehension of intermediate age students with RD, and methods for implementing these approaches in general education classrooms.

Method: The project will design theoretically grounded approaches to teaching reading to children with severe RD in the intermediate grades, determine the efficacy of these approaches, consider the feasibility of implementing the specialized reading instruction in general classroom settings (including identifying facilitating factors), and measure the reading progress of students with RD in general education classrooms that have successfully implemented specialized reading instruction. Within a large, urban school system, the project will begin a rigorous test of how to improve reading comprehension instruction in general classroom settings. This project will involve parents of treated children in evaluating and monitoring project activities, and promote improved alignment and compatibility of general and special education. Case studies of teachers who learn to effectively teach reading to children with RD in their mainstream classes will be conducted. These studies will reveal how the teachers addressed the difficult balance among student needs, and accomplished the sufficiently focused instruction to improve the reading of their students with RD.

Products: An extensive manual that details the essential elements of an effective program for teaching and implementing specialized reading instruction in inclusive classrooms will be produced. This manual will

contrast factors that relate to more and less successful instruction in inclusive classrooms. It will include units of instruction that demonstrate how to integrate all of these elements, along with alternatives for students who have particular difficulties at junctures of the lessons. Sections on how to get started teaching reading to students with severe RD in general education classrooms and what the instruction looks like when it proceeds well will also be included.

Grant Number: H324D980020

Reading Comprehension Interventions that Enhance Outcomes for English Language Learners with LD

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This research project will conduct a series of studies that build and extend the knowledge base on the essential elements of comprehending text: vocabulary, fluency, and reading comprehension strategies. Specifically, it will determine the effectiveness of strategies for teaching the essential elements of reading comprehension to English language learners with learning disabilities in regular classrooms who spend most or all of their time there and who are failing to acquire the comprehension skills to learn from print.

Method: Eight studies will be conducted over a three-year period and will address unanswered questions about the effectiveness of reading comprehension interventions for English language learners with learning disabilities in regular classrooms. The three interventions to be studied are: vocabulary (semantic mapping and fluency); repeated partner reading and reading comprehension strategies (before, during, and after reading); and collaborative strategic reading.

Products: This project will help provide instructional methods in reading for teachers who need to use them for the entire class and meet the special needs of students with disabilities. The development, implementation, and evaluation of the integrated program of practices examined by this project will help to provide teachers with the methods to improve reading outcomes for students who are English language learners and who also have disabilities. The dissemination plan of this project will ensure that all key stakeholders have access to the information from these studies.

Grant Number: H324D980022

PROJECT BRIDGE: An Examination of a Model for Linking Research to Practice for Students with High Incidence Disabilities in Reading

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: The goal of this project, PROJECT BRIDGE, is to make explicit a research-to-practice link by implementing three documented effective instructional practices. These practices illustrate the principles that form the basis of this project's conceptual framework. In addition, the framework explicates the roles of teachers and schools in effective professional development programs, which will be implemented and evaluated through PROJECT BRIDGE.

Method: This research project will be a collaborative venture between the University of Texas Center for Reading and Language Arts and four Texas schools, including two intervention schools and two comparison schools. Approximately 38 general education teachers who have students with high-incidence disabilities in their classes (Grades 3 - 5) and 14 special education teachers have agreed to participate. Twenty students with high-incidence disabilities, 20 low achieving students, and 20 average-to-high achieving students from each school will also participate. The project will be implemented in three phases: 1) Set Up, an opportunity to assess the school culture, conduct pre-tests, establish the researcher/teacher partnership, and establish timelines; 2) Start Up, the implementation phase, in which teachers learn and implement the three instructional practices; and 3) Follow Up, in which the extent to which the instructional practices were sustained and factors that influenced their use will be examined. Both quantitative and qualitative data will be collected to determine academic and social outcomes for students.

Products: Procedures for collaboration between teachers and their efforts to mediate the knowledge base from the instructional practices into their own routines will be documented. It is expected that the findings from this project will directly influence the knowledge base about bridging the gap between research and practice. Findings will be disseminated at the national level through conference presentations, journal articles, and chapters in books that influence administrators and practitioners.

Grant Number: H324D980028

Las Disabilidades Dentro del Contexto Cultural: Perspectivas Familares y de Proveadore de Servicios de Intervencion Temprana

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This qualitative research study will examine the divergent and complex ways that families' sociocultural and linguistic backgrounds influence the early intervention processes of young children with disabilities who

are English language learners. The study will focus on families from Hispanic, Spanish-speaking backgrounds and service providers and will explore how this population interprets various concepts related to disability and family involvement.

Method: The study will generate hypotheses and questions grounded in the living experience of families from Spanish-speaking backgrounds. It will include focus groups, interviews with 30 families and 30 service providers over three years, case studies, and a large sample survey of families and service providers.

Products: The study will generate a set of cultural narratives, reliable hypotheses and questions, and findings from the large sample survey that will examine the generalizability of the qualitative findings. The narratives and questions will examine the subtle yet significant diversity within a given socioeconomic and linguistically diverse population. Information gleaned from this study will help early intervention providers to better understand cultural issues and create family-directed processes that build upon the strengths of the family and child, use natural supports, and facilitate family participation in community-based settings.

Grant Number: H324D980029

Sustaining Inclusion and Restructuring

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: The importance of Project SIR (Sustaining Inclusion and Reform) is to study what happens to the inclusion programs previously developed by the project, to identify variables that influence the sustainability of this innovation, and to ascertain whether an innovation intended to promote school-to-school diffusion will succeed when research is complete.

Method: Project SIR will study whether teacher-developed inclusion innovations at two schools have been sustained and whether either school has assisted additional schools in developing inclusion programs. The project will conduct nested case studies of the two schools, will describe what happens to the innovations, and will identify the variables that sustain and constrain them. The project will conduct micro-, meso-, exo-, and macro-systems analyses. The project will also conduct a case study of the lateral diffusion of innovation from school-to-school.

Products: Training manuals will be disseminated to schools interested in restructuring and inclusion. Project staff also will work with district and state personnel to reach school practitioners through developing a World Wide Web site. Manuscripts will be submitted to professional journals, and project findings will be presented at national and state conferences. Results will be disseminated to school audiences through the school-to-school dissemination efforts and via newsletters, workshops, and conferences of regional and national reform networks. The project staff will also network with the Office of Special Education Programs (OSEP)-funded dissemination and technical assistance providers.

Grant Number: H324D980033

Synthesizing and Disseminating Recommended Practices in EI/ECSE

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Beginning Date: 10/01/98
Ending Date: 3/31/01

Purpose: Research in Early Intervention/Early Childhood Special Education (EI/ECSE) has reported practices that can improve outcomes for young children with disabilities. However, the widespread adoption of these recommended practices has been hampered by the need for: 1) a current and thorough synthesis of the knowledge base; 2) the effective translation and dissemination of this information for families, practitioners, and administrators; and 3) an understanding of administrative and systems change supports necessary to implement and sustain high quality services to children and families. The purpose of this project is to address all three of these challenges and to improve outcomes for children with disabilities, ages birth through five years, by fostering the use of the professional knowledge base through: 1) providing a synthesis of research; 2) translating, disseminating, and providing training related to the research synthesis in user-friendly formats for practitioners, families, administrators, and training/technical assistance providers; and 3) addressing the administrative and systems change foundations necessary for long-term adoption of quality practices.

Method: In Phase 1, the project will synthesize the knowledge base by critically reviewing extant literature, gathering the subjective views of stakeholders and using established methods to synthesize and summarize the knowledge base. In Phase 2, the project will develop and disseminate products in preferred formats for maximum usability, prepare and field-test products, disseminate the recommended practices nationwide, and provide regional and national training. In Phase 3, the project will identify and incorporate systems change strategies to establish sustainable change in the quality of services. The project will prepare high tech products to accompany the print products produced in Phase 2; disseminate systems change and administrative strategies necessary for the sustainable adoption of recommended practices; and collaborate with national stakeholder groups to provide information to their constituents who represent key consumer groups.

Products: This project will have the following impact: 1) products that translate research findings into practice; 2) adoption of recommended practices by practitioners because the information is user-friendly; 3) administrative and policy supports for state and local administrators linking these indirect supports to program improvement and improved child outcomes; 4) parents who are better able to select high quality programs and assist in the improvement of programs; 5) personnel with a knowledge and use of effective practices; and 6) better outcomes for children with disabilities, their families, and the personnel who serve them.

Grant Number: H324D980036

Benchmarks of Exemplary Achievement in Middle Schools (BEAMS)

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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: The purpose of this project is to develop a knowledge base on how middle schools can achieve exemplary learning results for students with disabilities in the context of improving learning results for all students.

Method: In the first phase of the study, the project will develop a consensus on the definition of exemplary learning results for students with disabilities, will examine multiple measures and indicators of such outcomes, and will identify four schools in southeastern Florida that are achieving exemplary learning results. The second phase will study each of these schools using a multiple case study approach. Individual perspectives and experiences will be integrated with school-level case studies to identify the factors that contribute to positive results at each school. Analysis of the case studies will help reveal the processes by which the identified factors at each school contribute to positive student outcomes. In the final phase, a cross-case analysis will help identify a critical core of factors that account for positive results at all four schools.

Products: The cross-case analyses developed in the final phase of this project are likely to generalize to numerous middle schools throughout the nation. The knowledge gained through the analysis of factors relating to exemplary achievement for students with disabilities in middle schools will provide invaluable guidance for schools in their efforts to enable all students to achieve similar results.

Grant Number: H324D980040

An Examination of an Alternative Early Intervention Service Delivery Model for Latino Families Whose Children are English Language Learners

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This research project will investigate an alternative service delivery model for infants, toddlers, and their families who are of Latino heritage, use Spanish as their primary language, and who are eligible for early intervention services through Part C of IDEA. The study will include children who have a range of disabilities and behaviors and who function at varying levels. The families will be from differing socioeconomic groups, all of whom are English language learners.

Method: The research design will contain an experimental comparison of two service delivery models: traditional early intervention, and early intervention designed to promote learning within family-defined activity settings.

Measures will include indices of child development and behavior, family background, beliefs, and experiences. They will also include service delivery characteristics, including cost, use of natural environments for learning, type and intensity of specialized services, type and quality of family service goals, and English language use in activity settings. The last of these outcomes will be measured across both parents and children.

Products: As a result of its investigation, this project expects to measure the influence of several major factors in the lives of the families under study: the home settings and community settings that can serve as learning contexts; the influence of family factors, cultural values, and beliefs on those settings; the best approaches for using home and community settings as learning contexts; the service provision processes and products that can promote these contexts and the practices that can increase learning opportunities in them; and the benefits of these settings to family members, particularly regarding the impact on child development, family functioning, participation in intervention services, and English use and proficiency.

Grant Number: H324D980041

Sustainability of ClassWide Peer Tutoring: An Effective Instructional Intervention for Students with Disabilities in Inclusive and Special Education Classroom Settings

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: This research project will focus on the contexts that sustain quality use of classwide peer tutoring (CWPT) as an effective instructional intervention for students with disabilities in inclusive and special education classroom settings. Past research has shown that, when using CWPT compared to traditional instructional methods, students at risk of and with disabilities achieve spelling and reading skills at a faster rate, retain more of what they learn, and make greater advances in social competence.

Method: Research activities in this project will examine the extent to which CWPT has been shown to be effective and sustained beyond the existence of prior projects, the factors that influence the level of sustainability, and the type and support strategies employed during initial implementation stages over time.

Products: The expected outcomes will be a new knowledge base on school and classroom contexts that sustain quality use of CWPT interventions across multiple sites. Research evidence generated by the project will report on the effectiveness of CWPT in urban and suburban school districts, and generate new knowledge concerning how CWPT interventions can be sustained in inclusive and special education classroom settings. It will produce information on how to widen the scale of use of CWPT in classrooms, and how to promote effectiveness, utilization, acceptability, and teacher support. Research and practice knowledge will be disseminated to teachers, school administrators, parents, and policymakers at local, state, and federal levels.

Grant Number: H324D980044

Beacons of Excellence: Case Studies of Three Early Intervention Systems

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will study the implementation of federal policy relating to the reform of service provision to infants and toddlers with disabilities and their families. It extends the research of the Early Childhood Research Institute on Service Utilization to further understand coordinated early intervention service systems. This study will specifically delineate the child and family outcomes of service delivery, the elements of exemplary early intervention service systems, and the factors which support that service delivery and its outcomes.

Method: Researchers will use an ecological framework to understand the range of factors needed to support exemplary results. Case studies of three communities will integrate data from mixed methods collected from stakeholders at all ecology levels. Collaboration among state agency administrators, local program administrators, service providers, families, and researchers will encourage a learning community for research and practice.

Products: In addition to the usual dissemination methods for articles, reports, and presentations, the project will develop a handbook to be used by local early intervention service personnel to evaluate and improve their service systems. Thus, the research results from these case studies will be synthesized and disseminated directly to the service providers. State administrators will help narrow the gap between research and practice by providing technical assistance to communities in the use of the handbook.

Grant Number: H324D980045

Inclusion 2000: Modeling Urban School Success

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Lt. Joseph P. Kennedy Institute (JPKI) and the District of Columbia Public Schools (DCPS) will conduct a directed research project to identify new or improved strategies for improving academic performance and outcomes for all students within a framework that promotes effective access to the general curriculum in regular classrooms and nonsegregated extracurricular activities for special education students as components of systemic education reform in an urban multicultural school district. The project will create a collaborative partnership among Birney Elementary School, Kramer Middle School, Anacostia Senior High School, and JPKI to carry out project objectives and activities.

Method: As a complement to the National Institute on Urban School Improvement (NIUSI), in which DCPS and JPKI are teamed, this project will deliver resources and test strategies that enable children who have disabilities, are at risk of school failure, or are at risk of dropping out to remain in their home schools and be successful. The project will also target the schools' teachers and administrators, providing and studying the impact of strong

professional development and technical assistance efforts to increase their internal capacities. It will place considerable emphasis on developing practices and processes that assure smooth transitions between early childhood programs and elementary school, between elementary and middle school, between middle and senior high school, and between senior high school and work and/or postsecondary/continuing education. The project will establish three research sites to develop, field test, and analyze strategies to: 1) increase the numbers of students with disabilities who are successfully educated in regular education classrooms and participate in nonsegregated extracurricular activities in their neighborhood schools; 2) increase the capacity and confidence of school personnel to serve children with identified disabilities and other special learning challenges; 3) reduce the numbers of students referred for placement outside the regular education classroom, their neighborhood school, or the public school system, and 4) reduce the number of students referred for special education assessments because they experience learning and behavioral problems at key transition points in their school careers. The project will identify, describe and examine, together with project partners, questions related to the following: 1) the impact of inclusion on school reform and school reform on inclusion; 2) effective instructional and other strategies and interventions in assisting students with disabilities and other students at risk for low achievement to be successful in general education settings; 3) implementation of grade-level academic standards and authentic assessment practices for students with disabilities and other students with diverse learning strengths and requirements; 4) system administrative and other supports at the classroom, building, and community levels to meet the needs of diverse learners; and 5) social and behavioral support strategies that foster cohesive school and classroom communities that promote positive interaction between students with disabilities and same age peers. The theory undergirding this study is that inclusive schooling practices can be the engine that drives general education reform to the benefit of all students. The project will confirm the theory or offer a revised theory on the relationship of inclusion and school reform in the urban school system. The project will also guide the creation of assets maps and school portfolios for each school as a dynamic and ongoing planning and evaluation process; support existing or assist in creating new school-wide structures that increase schools' internal capacity for solving difficult educational challenges; and guide each school's community to implement a self-evaluation process to assess the effectiveness of the models developed in the school and measure their impact on children with disabilities. The project will be linked directly to the resources of the NIUSI, a five-year initiative to promote the successful inclusion of students with disabilities in regular education as part of the school-wide and system-wide school improvement initiatives through substantial leadership, resource, and professional development support.

Products: Products for local and national dissemination to researcher and practitioner audiences include written and video case studies, replication manuals, presentations at local and national meetings, journal articles, professional development guides (macro), training guides (micro), and project evaluation reports.

Grant Number: H324D980051

Engaging the Text: Reciprocal Teaching and Questioning Strategies in a Scaffolded Learning Environment

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Beginning Date: 12/01/98
Ending Date: 11/30/01

Purpose: For students with learning disabilities, the process of decoding words requires so much effort that they are often unable to approach text strategically to construct its meaning. In spite of having been taught helpful strategies which have been shown to be successful in helping students, they simply do not have the time or

resources to implement them consistently. A common solution in the face of such limitations is to multiply limited capacity with better tools. This project will investigate whether there are better classroom tools available to support students with learning disabilities in becoming strategic readers.

Method: The project will use existing strategies for teaching students with learning disabilities, but will apply those strategies in the context of a more supportive technology than those usually found in the classrooms. The project will combine promising strategies with supportive technologies and then assess whether this combination creates a better environment for both the teaching and learning. The teaching strategies the project will use are adopted from the Reciprocal Teaching Method which has been developed and researched over the last two decades. The project will integrate methods for developing active reading strategies within traditional curricular content that has been significantly enhanced through text-to-speech and speech-to-text technologies. In this digital form there will be many supports for the apprentice reader—both decoding and strategy development. These new highly supportive curricular materials will provide scaffolding for students during instruction and practice. As the student develops competency in active reading, electronic and pedagogical supports will be gradually withdrawn. CAST will assess the success of this method in helping learning disabled middle school students develop comprehension skills and achieve success that is evident across reading contexts through a systematic, controlled evaluation of the method.

Products: This study will provide research that can guide curriculum designers and publishers to use tools such as digital versions of materials, Ultimate Reader, or other text-to-speech engines to make better environments for students with learning disabilities. The project will also provide research-based evidence that the creation of more inclusive materials is of benefit to the students for whom they are intended. By heavily scaffolding the low-level information-processing demands of text, the project will be able to investigate the learning of higher-order skills critical in "reading to learn." Positive results will encourage similar projects and products, creating learning environments that are more carefully designed for students with learning disabilities. As a result, students will not only learn comprehension strategies, but they will learn about their own styles of learning and that, with proper tools, they can be effective and engaged students within highly demanding curricula. The project may learn new things about which teaching strategies effectively support learning disabled students in the comprehension of written texts, as well as whether particular uses of digital tools and curriculum can help supplement this learning. Parents of learning disabled students will have information about particular teaching strategies and digital support items that are likely to help their children succeed in school.

Grant Number: H324D980057

Sustaining Promising Innovations: Sustaining a Self-Directed Future for Students in Transition

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: The purpose of this project includes: 1) research the factors that affect the sustained use of an instructional program that teaches students how to do self-directed transition planning; 2) research the immediate and longer-term impact of the instructional program on participating students; and 3) document the critical factors that either promote or hinder the sustainability of the instructional program and disseminate project findings in a variety of formats that target researchers, practitioners and consumers.

Method: In order to accomplish these goals, the project will conduct in-depth "longitudinal" case studies drawing upon a sample of existing sites in New York and Utah. The project will employ a multiple-method, multiple-case embedded design that will be structured by a conceptual framework of sustained use.

Products: Products for researchers, practitioners, and consumers will be developed. Case study reports containing detailed descriptions of the project's case study methods, major findings related to the project's conceptual framework for sustainability, and recommendations for future research will be available to researchers. Manuscripts will be developed for publication in journals that target researchers and findings will be presented at state, regional, and national conferences. Practitioners' Guides will be developed and presented to the project's participating teachers and administrators in the cross-site focus groups, the state liaisons, and external evaluators. These guides will be disseminated in a variety of formats (e.g., Internet web page, hard copy formats) and through various mechanisms (e.g., Western Regional Resource Center, state liaisons, collaborators in other states). Consumers' Guides will be developed that will target parents and students. These guides will contain recommendations for students and parents on how to become active participants in an instructional program that teaches students how to be self-directed in making future plans. These guides will also be available in a variety of formats through various mechanisms.

Grant Number: H324D980065

Studying the Sustainability of Four SED Prevention Projects

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: The purpose of this Sustainability Project is to study the implementation of practices found to be effective as early interventions for students who may otherwise develop emotional or behavioral disabilities. It will examine and test the sustainability of four culturally diverse and successful education reform efforts at least one year after the original researchers were involved.

Method: The project will investigate the results of four federally funded projects on early intervention and will address questions relating to the sustainability and results of the projects. Data will be acquired through contextual analysis of participants' daily lives, and through interviews, document analysis, and on-site observation. A multiple-case design will compare and contrast data from the four sites to develop a compelling theory of sustainability. Quantitative measures of student outcomes will be obtained and compared with the results of measures taken on the same or similar students in the original projects, to determine whether changes in the school's approach have affected student results.

Products: The result of this project's investigation into the sustainability of practices will be a clear explication of the interventions, the support structure that is necessary to maintain the interventions, and verification of the effectiveness of the interventions, as well as specific guidelines and caveats to consider in replication of the interventions.

Grant Number: H324D980066

Beacons of Excellence in the Promotion of Language Development of Infants and Young Children

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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: This project will improve the knowledge base regarding factors in early childhood programs that contribute to exemplary communication and language outcomes for infants and young children who are at risk for or who have disabilities. The project's premise is that optimal outcomes related to language development of young children are the product of interactions between biological factors and learning opportunities provided to children in their caregiving environments. The prevalence of language impairments and delays in children with disabilities and the importance of language skills to later development and academic outcomes underscore the importance of early identification of caregiving factors related to exemplary language outcomes.

Method: The project will identify factors associated with positive language outcomes for three groups of infants/young children: those with established disabilities, those at risk for delays, and those who are typically developing. The extent to which factors in early childcare programs contribute to exemplary developmental gains will be analyzed longitudinally. Those interactions associated with exemplary outcomes will be documented, along with the program features of each of the participating childcare sites. Those practices associated most highly with exemplary child outcomes will be identified as "beacon practices."

Products: Benefits and products of this project include syntheses of the knowledge base regarding program factors that contribute to exemplary language gains of young children, the development and validation of interventions based on caregiver practices that promote language, and the broad dissemination of results to parents, child care providers, and researchers.

Grant Number: H324D980068

Wisconsin Youth Apprenticeship Program

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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: Since 1992, Wisconsin's Youth Apprenticeship (YA) program has provided rigorous learning experiences in 16 industries (e.g., health services, manufacturing, finance) for high school juniors and seniors. The two-year program combines school-based learning with work-based learning at an approved business or industry setting. Program participation provides students with the following: career exploration, entry level technical skills, an employment training plan (that for students with disabilities is linked to their Individualized Education Program), a network of supportive adults, a state-issued and industry-recognized Certificate of Occupational

Proficiency, wages, and a diploma. Program graduates receive 6-12 advanced standing credits in Wisconsin Technical College associate degree programs. This research project will use intensive case study methods to examine the quality of the learning experiences (e.g., students' work and portfolios), accommodations and support strategies, and post-school outcomes for 20 to 30 youth with disabilities who have completed the Wisconsin Youth Apprenticeship Program since 1995.

Method: Matched samples of non-disabled and non-YA participating graduates will be selected from the same high schools and studied to understand the overall benefits of the YA program, as well as the accommodation strategies. A team of university researchers, local educators, and teacher education students will compile the case studies of graduates and their programs using personal interviews, document analysis, and other action research methods.

Products: The cross-case analysis will produce: 1) a guidebook of best practices for serving youth with disabilities in work-based learning; 2) a series of profiles describing the experiences of individual youth with disabilities completing the YA program; and 3) two to three articles for submission to mainstream education journals (e.g., Educational Leadership). The dissemination plan includes an interactive, cross-linked Website; joint dissemination efforts with key research and technical assistance projects funded by the Office of Special Education Programs and other U.S. Department of Education offices; and hosting a national seminar featuring opportunities for participants to visit high quality YA programs.

Grant Number: H324D980070

Project PAR: Investigating Participation, Accommodation, and Reporting Practices with the Illinois Standards Achievement Test (ISAT)

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Through a series of descriptive, comparative, and experimental studies involving students with disabilities in the Illinois Standards Assessment Test (ISAT), the project will investigate three main issues: 1) improving meaningful participation of students with disabilities in large-scale assessments; 2) use of appropriate accommodations for students with disabilities; and 3) improved, meaningful reporting of participation and performance in general state assessment programs.

Method: Descriptive studies will include policy interpretation and implementation analyses that will systematically examine the impact and efficacy of processes used by decision-makers from the beginning (student participation) to the end (reporting and use of results) of the state assessment. Comparative studies will include analysis of data the project will collect independently to supplement the state assessment. The project will examine patterns of participation and accommodation decisions that exist under IDEA 97, their appropriateness, and the performance of students with disabilities with and without accommodations on state assessments. The project will investigate the extent to which accommodations are independent of the desired constructs of measurement interest. Finally, experimental studies of both group and single-subject designs will be used to investigate issues of reliability and validity of the reading and mathematics subtests of the ISAT.

Products: This research will help validate assessment participation and accommodation practices in the state and justify future policy directions that support the goals of IDEA 97. The studies will provide policy-makers in

Illinois with evidence generated outside of the policy realm that can be used to make decisions affecting a huge number of students. The project's work is potentially generalizable to other states.

Grant Number: H324D980074

Integrating Curriculum for All Students

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will research the effectiveness of an intervention that will address the requirements of both the 1997 Reauthorization of IDEA (PL 105-17) and School-to-Work (STW) Opportunities Act of 1994 and that will result in an integrated curriculum that offers students of all abilities the highest quality education and the best preparation for adult life.

Method: The Institute for Community Inclusion (ICI), in partnership with the Federation for Children with Special Needs, will work collaboratively with two urban school districts to research the effectiveness of an integrated curriculum that includes all students, including those with severe disabilities in general curriculum and in regular classrooms. This research project will develop building-based Curriculum Review Committees at each intervention site that will use the National Consortium for Product Quality Standards to identify benchmarks present in quality STW curriculum and will use "Integrating STW with Massachusetts Education Reform" to review and adjust current curricula. Additionally, the project will train Transdisciplinary Teacher Support Teams (TTSTs) on promising practices, such as integrating technology into curriculum and instruction, collaborative teaming, differentiated instruction, problem-based learning, and cooperative learning strategies. The project will specifically conduct the following activities: 1) research the effectiveness of the interventions outlined below in terms of assisting students with disabilities in gaining access to and success in the general curriculum in regular ninth grade classrooms and of improving the career planning process for all students, including those from diverse cultures, and then develop a blueprint that chronicles specific activities employed by each district to promote replication in other school districts; 2) develop and facilitate Curriculum Review Committees at the high school level, composed of representative stakeholders (e.g., curriculum coordinators, department heads, teachers, STW partners, students, parents, employers) to review and adjust ninth grade curricula in two urban districts so that they integrate STW activities and SCAN Skills, along with curriculum frameworks, and incorporate promising practices; 3) develop Transdisciplinary Teacher Support Teams in each high school that assist educators, through training and technical assistance, to implement promising practices and to guide ninth graders with disabilities, including those with severe disabilities and from diverse cultures, to choose courses and access general curricula in regular classes; and 4) provide outreach activities and educate a minimum of 300 families in participating urban school districts on the benefits of curricular adjustment and education reform for all students.

Products: Research results will be disseminated throughout the state and nation via the ICI World Wide Web site, mailings, clearinghouses, and professional organizations.

Grant Number: H324D990005

Supporting Achievement of Students with Disabilities in High Poverty Schools

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The goal of this research project is to identify and describe practices that support the achievement of students with disabilities enrolled in high-achieving, high-poverty schools. There is a paucity of findings that showcase effective practices focusing on students with disabilities in the context of high-poverty schools. This study will address this gap and inform classroom practices.

Method: This project represents a collaborative effort between two national organizations, the Council of Chief State School Officers and the National Association of State Directors of Special Education. The study will use a qualitative approach to capturing successful practices in five elementary schools in the state of Texas. The schools were selected because they had the following characteristics: high poverty and achievement, low rate of exemption of students with disabilities, and ethnic diversity. The research team will gather information from school personnel, district and state officials, and students' parents. Data collection methods will consist of individual and focus group interviews, classroom observations, student shadowing, and record reviews.

Products: At the end of the three-year period, the project will develop a case studies report, an analysis of state policies and practices, and a self-assessment guide for local practitioners. The findings will reach a broad audience of stakeholders and will have implications for both policy and practice.

Grant Number: H324D990006

Instructional Interventions and Results for Children with Disabilities

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Beginning Date: 9/09/99
Ending Date: 9/08/02

Purpose: The University of Dayton, in collaboration with the Columbus Public Schools, will implement a comprehensive intervention model that combines instructional modifications, curricular modifications, and social skills instruction. This intervention model is designed to increase the capacity and skills of parents, teachers, and educational service personnel to provide expanded services for and access to the general curriculum to students with disabilities. Specifically, the intervention is designed to increase reading ability, improve social skills, and develop diverse academic and social needs of high school students with severe emotional disturbances (SED), learning disabilities (LD), and developmental handicaps (DH).

Method: The proposed intervention will involve one school for the control group and two schools for the treatment group for each year of the project. Each group will contain 100 ninth-grade students diagnosed with SED,

LD, and/or DH. Students from both groups will undergo rigorous pre- and post-testing. Work study coordinators and regular and special educators will be trained in the social skills intervention methodology and strategies for extending reading supports within the home. Parents will receive training in the social skills intervention methodology and strategies for extending and reinforcing social skills intervention.

Products: Project results will determine the best intervention to support academic and social achievement and expanded access to the general education curriculum for student participants. The project will demonstrate the impact parental involvement has on student achievement. The ultimate outcome of this intervention is to improve performance outcomes on state and local achievement measures for high school students with disabilities. Project results will be widely disseminated.

Grant Number: H324D990012

Evaluating the Constructivist School Change Model: Improving the Delivery of Services to Children with Disabilities from High Poverty Backgrounds

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: Across the United States, children of color and children who are poor are overrepresented and misrepresented in special education, leading to erroneous service planning. Consequently, children are placed at greater developmental risk, while school system resources are being drained. The goal of this research study is to identify and examine—through a grounded theory analysis—the beliefs, organizational structures, and power and authority structures of school districts, and to document the relationship between a systems-level intervention model and changes in the beliefs and structures of five school districts around the country.

Method: Education Development Center, Inc. (EDC) and The Walker Home and School (Walker) will conduct a three-year research study to examine the Constructive School Change (CSC) model. Designed to help districts examine their deep-seated beliefs about poverty, race, and disability, the model also helps leverage change at all levels of the school organization in order to reverse practices that have limited the opportunities for many students. First, the project will identify factors that influence the misidentification of children. The project will then evaluate CSC to identify how districts can create and use new organizational structures, policies, procedures, knowledge, and skills to improve services for all children, especially those with disabilities.

Products: The project will culminate in case materials, a monograph, and a tool to support replication efforts. Disseminated through EDC's network of research and technical assistance centers and Walker's school and teacher networks, the project will reach more than 500 schools in 25 states.

Grant Number: H324D990014

Functional Communication, Attention, and Collaboration in Early Childhood (FACEC)

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The purpose of FACEC is to: 1) train teachers and families to implement one of three interventions for decreasing challenging behavior; 2) decrease rates of challenging behaviors for young children with disabilities; 3) conduct workshops at local, state, and national levels to train teachers and families to implement interventions designed to decrease challenging behaviors; and 4) disseminate project information through the journals designed for teachers, teacher training programs, and families.

Method: This research extends current knowledge by: 1) analyzing generalization information for three interventions designed to decrease challenging behaviors; 2) analyzing the effects of various consequences on challenging behaviors for each intervention; 3) analyzing training efforts needed for both teachers and families; and 4) analyzing the effects of parent-implemented versus teacher-implemented intervention. The following single case experimental designs will be utilized to answer FACEC research questions: reversal, multiple baseline across activities, alternating treatments, and multi-element. An analysis of variance will be used to assess differences in effects between parent-implemented and teacher-implemented intervention.

Products: Teachers and families will be provided with new information that will directly affect their intervention efforts.

Grant Number: H324D990016

Project OUTCOME

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: In order to systematically study effective educational strategies and support for secondary-age students with emotional disturbance from high-poverty backgrounds, Project OUTCOME will: 1) examine practices to improve academic, employment, and social outcomes; 2) test systematically the effectiveness of the practices; and 3) design and disseminate products that can be translated into practice.

Method: During the three-year life of the project, Project OUTCOME will serve 40 students from high-poverty backgrounds who represent the population of secondary students in metropolitan Nashville Public Schools who are identified as having emotional disturbance (N=506). These students are 74% male and 70% African-American, and attend self-contained classrooms for students with emotional disturbance located in four

comprehensive high schools, in which poverty and dropout rates are 40% or greater. Student participants will receive Project OUTCOME comprehensive services and support for the entire three years of the project. A comparison group of 40 students with emotional disturbance from high-poverty backgrounds will receive services and support as provided by the school district. Student outcomes for both groups will be evaluated at four different time points during each year of the project using multiple quantitative and qualitative measures.

Products: Project OUTCOME will have an impact on three levels: 1) expanding early intervention services to secondary-age students with emotional disturbance from high-poverty backgrounds and their families by developing and disseminating effective practices; 2) developing systems of support to improve student outcomes and allow full integration into society, employment, and family life; and 3) contributing to the development and dissemination of theory, knowledge, and practice in the area of services for youth with emotional disturbance from high-poverty backgrounds.

Grant Number: H324D990018

Uncovering and Enhancing the Mathematics Know-How of Disabled Students

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The goal of this three-year project is to validate an integrated theoretical model of learning mathematics for adolescents with learning disabilities in inclusive classrooms. The model is based on almost a century of learning theory and research and acknowledges the intuitions and skills that students with disabilities often have but seldom get to use in school settings.

Method: Three interdisciplinary middle school teams will be selected for participation through the term of the project and provided with training and technical assistance to support their collaborative teaching. Middle school students with Individual Education Plans (IEPs) who receive their instruction in regular math and technical education classes will be the target population for participation. However, students without IEPs will also be invited to participate. The project expects to work with teams of 3-5 teachers and 40-60 students per year at each cooperating school. A quasi-experimental pretest-posttest design will test whether contextualized instruction uncovers and enhances the conceptual knowledge of middle school students with disabilities. A combination time series and nonequivalent control group design will measure the influence of contextualized instruction on procedural knowledge. A qualitative design will describe how students' math skills were enhanced.

Products: Ultimately, the project intends to demonstrate how the theory can guide instruction to uncover mathematics skills that middle school students with disabilities already have and to enhance these skills with contextualized problems. A secondary yet critical objective of the research is to document changes in how teachers and students perceive and act on their beliefs in these contexts.

Grant Number: H324D990019

Instructional Interventions for Young Children with Autism: Identifying, Describing, and Evaluating Options

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: The purpose of this project is to examine different instructional contexts (e.g., one-on-one instruction, self-contained autism programs, inclusive programs, combination approaches) and their effects on outcomes for young children with autism and their families.

Method: The research project will consist of three sequential studies. In Study 1, through interviews with 75 families who have children with autism under age 6, the project will identify the types of services that their children are currently receiving, how those services are funded, and parent satisfaction with the services. This is an important first step in this line of research because of the discrepancy in the types and amount of service children with autism receive. In Study 2, the project will examine the relationship between the contextual variables of different treatment approaches to child outcomes. Among the contextual variables that will be examined are the length of program, intensity of instruction, access to successful interactions with typically developing children, level of child engagement, curricular design, theoretical orientation, and parent involvement. In Study 3, the project will conduct follow-up surveys with the initial sample to assess child progress, current level of services, and family satisfaction.

Products: The research outcomes achieved by this project will translate directly to planning and implementing educational programs for young children with autism. This project will determine what contextual variables of educational programs for young children with autism are most closely linked to successful outcomes for these children and how satisfied parents are with different program configurations and components of their child's educational program.

Grant Number: H324D990020

Improving Student Performance in Core Subject Classes

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: This project employs a three-point approach for improving the delivery and subsequent outcomes associated with including students with disabilities in regular education classes: 1) tailoring interventions to address identified concerns of these students; 2) combining technical and resource support with the expertise of regular and special educators to help students attain success in core subject classes; and 3) conducting an ongoing evaluation component to offer a way for teachers, students, and parents to monitor project success. The project will merge the three-point approach with a process driven by interventions tailored to the unique needs and

conditions of individual classroom settings. This process empowers teachers, parents, and students, while enhancing the local schools' capacity for success.

Method: The project's interventions occur in four distinct segments. First, teachers deploy interventions tailored to the motivations and perceived needs of their students. Second, student and parent interviews identify additional considerations for improving services and promote active consumer involvement. Third, a backward mapping and Total Quality Management process facilitates ongoing improvement in target schools. Monthly meetings, weekly technical support, and project evaluation facilitate the process and provide for continual improvement. Fourth, the evaluation process documents change in student access to core subject courses, course grades, student attendance, teacher job satisfaction, competency test performance, and student satisfaction.

Products: The dissemination of information occurs on several fronts, including a nationally accessible World Wide Web site, national and regional presentations, and local media reports. The project actively recruits area teachers for project visits.

Grant Number: H324D990023

Project IMPROVE: Improving Word Recognition of English Language Learners with Learning Disabilities

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Beginning Date: 1/01/00
Ending Date: 12/31/01

Purpose: Project IMPROVE is designed to meet the pressing need for effective word recognition interventions that teachers can and will use with English language learners with learning disabilities. The project will examine the long-term effectiveness of three reading interventions, the effectiveness of instruction for clinical and large groups of students, and the feasibility and sustainability of implementation. The effectiveness of the instructional interventions and grouping patterns on academic outcomes of elementary students who are English language learners with learning disabilities will be examined.

Method: The investigation and multiple substudies will examine two word recognition interventions and a typical basal reinforcement. It will study two grouping patterns (clinical — n=2 and large — n=8) and address the impact of the grouping patterns and interventions on the reading progress of students. Data analyses will examine between-group and within-individual change and will determine the immediate and long-term effects of the intervention by analyzing assessment data collected over time, teachers' fidelity of implementation, and teachers' perspectives of the intervention practices.

Products: Student and teacher data will lead to a more comprehensive understanding of how interventions and group sizes can improve student progress in reading and what interventions teachers value in terms of student outcomes and practicality of implementation. The dissemination network of this project will share findings with audiences at the local, state, and national levels through journal articles, technical reports, workshops, and electronic media.

Grant Number: H324D990024

Investigation of Experimental Analyses and Contextual Variables across School and Home Settings to Facilitate Successful Inclusion for Children with Autism Spectrum Disorders

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of this project is to conduct a series of experimental analyses, including an analysis of contextual variables for eight elementary school children between the ages of 5 and 12 with autism who are receiving services in general education settings. Experimental analyses and interventions will be conducted in both the general education and home settings across the three-year period.

Method: The project will examine: 1) the use of experimental analysis techniques within and between naturalistic settings (i.e., general education classroom and home environment); 2) the effect of contextual factors on the outcomes of experimental analyses; 3) the robustness and generality of the results obtained from experimental analyses through comparison of the outcomes across settings; 4) the effectiveness of interventions based on the inclusion of contextual factors; and 5) the social validity/acceptability of assessment and intervention across settings.

Products: The project will increase the knowledge and understanding of the usefulness of experimental analysis techniques including the identification of contextual factors for facilitating adaptive behaviors and ameliorating challenging behaviors that will ultimately facilitate the success of these students in inclusive, general education classrooms and their home environments. The project will produce written publications, presentations, and state and regional dissemination activities.

Grant Number: H324D990027

Analysis of the Effects and Consequences of Testing Accommodations on Students' Achievement Test Scores

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will examine the use and effects of testing accommodations on the scores of students with disabilities on alternate forms of a mathematics test and a reading test typically used in statewide assessment programs. The main objectives of this investigation are to document the effects of testing accommodations that educators use with students with disabilities, and to explore the consequences of using testing accommodations by interviewing or surveying students, parents, and teachers.

Method: The predominant research design in this investigation is an experimental procedure featuring an alternating treatments design element. Data from all individual experimental cases will be summarized using effect size statistics and single-case meta-analytic procedures. The collection and analysis plan provides for the replication of procedures with three cohorts of students (150 third-graders and 150 seventh-graders each year). Approximately one half of the student participants will be students identified with disabilities.

Products: The project results will advance knowledge about the effect of testing accommodations on test scores and provide insights into students', teachers', and parents' perceptions of the utility and consequences of testing accommodations in large-scale assessments.

Grant Number: H324D990034

Inclusive Education through Co-Teaching: A Process-Outcomes Study of Systemic Implementation in a Large Urban School District

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will assess the integrity of the local school district's system-wide implementation of a co-teaching paradigm. It will identify and describe exemplary co-teaching practices and co-teacher styles; examine the factors associated with successful implementation at the district, school, and teacher levels; and ascertain the impact of the model in intermediate and selected student outcomes.

Method: Over the period of three years, three interrelated studies will be implemented to shed insight on critical process and outcome issues relating to the inclusion of students with special needs. The study will use descriptive, qualitative, and quantitative analytic techniques to yield evidence and insights on the extent to which the co-teaching paradigm can be expected to advance the course of inclusive education.

Products: The effects of this study will be felt in the areas of field-based professional development for enhancing instructional practice and in preparation for pre-service teachers. Findings will be disseminated at the district level through reports to administrators and teachers, and at the state and national levels through presentations at major conferences in the field and through journal articles and the ERIC database.

Grant Number: H324D990044

Inclusion of Students with Deafblindness in Large Scale Assessments

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The University of Kentucky Human Development Institute- University Affiliated Program will conduct a three-year, multi-state investigation to study how students with the dual sensory impairments of deafness/blindness fare in large-scale assessment systems, in collaboration with federally funded deaf-blind projects.

Method: This inductive, theory-building, participatory study will utilize a descriptive, comparative design within a case study approach. The following research questions will guide the seven studies, which will be replicated in Kentucky, Tennessee, and Louisiana: 1) what is the current participation rate of students with deaf-blindness in statewide large-scale assessments in both general and alternate assessments; 2) how do student scores in alternative and general assessments compare with their peers both with and without disabilities; 3) how are accommodations for students participating in the general assessment determined and implemented, and with what result; 4) do the alternate assessment standards and indicators measure appropriate learning outcomes for students who are deaf-blind; 5) to what extent do the performance standards for the alternate assessment correlate with indices of best practices for students with deaf-blindness; 6) to what extent do scores in their final year of school correlate with positive outcomes upon graduation; and 7) to what extent are teachers of students with deaf-blindness modifying their curricular and instructional practices to align with the assessment? The sample will include approximately 150 students (preschool through age 21) from each of the three states. Families and consumers will actively participate through a research model that yields practical, empirical, and reflective/theoretical knowledge.

Products: A comprehensive dissemination plan will involve electronic and traditional venues for disseminating documents as they are developed throughout the project. At the conclusion of the project, research findings will be disseminated widely to national audiences using a range of media. In addition, project staff and project participants will disseminate findings through state and national conferences.

Grant Number: H324D990045

Instructional Interventions and Results for Children with Disabilities

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Beginning Date: 9/13/99
Ending Date: 9/12/02

Purpose: The goal of this project is to significantly impact classrooms in high-poverty schools to better meet the needs of students who are considered to be at risk of school failure, including students with high incidence disabilities in general education classrooms. The project focuses on third-, fourth-, and fifth-grade teachers from three schools to create an instructional model for linking the State Standards in English-Language Arts with research-based effective literacy instruction and assessment practices.

Method: The project will emphasize a professional development approach for engaging teachers in effective literacy practices and more effective decision-making in planning their literacy programs. It will bring together general and special education school personnel, parents, and researchers in an intensive three-year endeavor to create a school-wide approach to reading instruction and assessment for meeting the needs of students in grades 3, 4, and 5, including those with learning disabilities. Qualitative and quantitative data from a range of sources will be gathered. The research team will use a variety of measures across multiple data points, which will result in a comprehensive set of data for analyzing the features of effective literacy practices, teachers' changes in practices, and the impact on students with high incidence disabilities in general education classrooms.

Products: In addition to annual project reports, formal dissemination activities will be substantial during the third year of the project. These products will portray models and strategies for bringing resources to students with learning disabilities in the general education setting. In addition, project staff will invite school personnel to jointly present at relevant district, state, and national conferences.

Grant Number: H324D990046

A Family-Centered Approach to Early and Prescriptive Assessment of Children at Risk for Learning Disabilities and Behavioral Disorders

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The primary objectives of this program are: 1) to identify the occurrence, temporal ordering, and clustering of learning and behavior problems; 2) to identify the most reliable, valid, and feasible method for early identification and remediation of problems; and 3) to test the efficacy of parent involvement in assessment and testing of prereferral strategies.

Method: Building on an ecological model, this prospective, longitudinal study with multimodal assessments starting in early childhood will account for the child and family variables that contribute to and ameliorate the development of learning and behavior problems. A sample of 125 three-to-four-year-old at-risk children from culturally diverse families will be recruited from a large pediatric practice in Phoenix, Arizona. Parents and children will be administered a battery of tests each year. Because the participants will be from culturally diverse groups, and because the parents will select the strategies, the prereferral interventions will be family-centered and culturally competent. As such, they will be widely generalizable to families across the country.

Products: Plans are included for widespread dissemination of program results and products to professional and parent organizations, including a web page, articles in professional and parent publications, presentations at conferences that serve professionals in the various fields relating to the targeted population.

Grant Number: H324D990048

Improving the Delivery of Early Intervention to Children with Disabilities from High Poverty Backgrounds

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The University of Kansas Juniper Gardens Children's Project will: 1) identify, examine, and document factors that contribute to effective early intervention for children with disabilities from high-poverty backgrounds; and 2) develop and validate an intervention that incorporates these identified factors. This project will address the issue of children from high-poverty backgrounds being at greater risk for developmental delays and disabilities than children in the general population by gaining a better understanding of factors that contribute to intervention effectiveness.

Method: In Year 1, the project will run an experimental study investigating the effects of family-guided activities-based intervention delivered during biweekly visits to families by home visitors. The project will examine the effects of the intervention on children's cognitive, language, and social outcomes, on parent-child interaction, and on family outcomes of engagement and satisfaction. The project will also examine barriers to effectiveness in the form of less-than-adequate fidelity, intensity, or duration of intervention, and will identify threats to quality of implementation. In Year 2, the project will employ qualitative research methods using focus groups, unstructured interviews, and participant observation of both staff and families to discover potential solutions to these problems. In Year 3, the project will conduct a second experimental study investigating an enhanced intervention that incorporates family-centered solutions to barriers identified in Study 2.

Products: This project will develop: validated family-guided activity-based strategies for improving the outcomes of children with disabilities within the context of families from high-poverty backgrounds; research reports on specific factors that contribute to effective early intervention for these high-risk children and their families; and training materials to assist home visitor trainers and practitioners in establishing these programs nationwide.

Grant Number: H324D990049

Replicability of a Parent-Child Model of Early Intervention across Participants and Settings

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: This project will evaluate the validity and feasibility of the Parents Interacting with Infants (PIWI) model and will describe variables influencing perceptions of model validity and of feasibility of implementation,

with emphasis on understanding participant and setting variables. The project will explore the influence of different backgrounds and contexts on parents' perceptions of validity, and it will outline considerations and questions to ask when deciding whether a particular intervention model is likely to be valid and feasible given parents and settings with certain characteristics.

Method: PIWI is grounded in research and theory that combine developmental and family-centered perspectives into a relationship-based model that utilizes parent-child interaction as a focus and context for development and intervention. Data will be collected in 16 replication sites selected to represent systematic variation in participants and characteristics of settings. The primary instrumentation and analysis procedures will be qualitative, in order to draw upon the perspectives of the participants in these sites. Staff from each site will be engaged in intensive training and on-site consultation over an extensive contact period, and data will be collected on fidelity of implementation of the model at each site. Data collection will rely on multiple methods and multiple perspectives.

Products: Results of the project will be translated into different products that will address the needs of different potential consumers, including researchers, service providers, policy makers, and the sites themselves. Information helpful in supporting judgments and decisions by each group of consumers will be disseminated by a variety of appropriate avenues.

Grant Number: H324D990051

Use of Multiple Gating and Prescriptive Assessment Procedures to Improve Early Childhood Services and Accurate Identification of Young Children with Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of this project is to develop a prescriptive assessment protocol for identifying and serving students at risk and with emotional and behavior disorders (EBD) and learning disabilities (LD) in Kindergarten through second grade. It will also develop prescriptive prereferral intervention procedures linked to assessment data to improve the academic, social, and behavioral performance of young children, and to identify environmental and contextual supports for maximizing student performance.

Method: The project will present a plan to link prescriptive assessment protocols to the monitoring of pre-academic, social, and behavioral outcome indicators in a problem-solving intervention model for early identification and treatment of children at risk and with EBD and LD in grades K-2. The problem solving model joins problem identification and validation with exploring and validating solutions in a continuous process that monitors functioning students. Intervention-referenced assessments are used to identify, prescribe, and prevent more serious learning and behavior problems.

Products: The project will identify environmental and administrative supports that enable effective prereferral intervention practices. It will help provide sustained student support (long-term implementation with ongoing student measurement) and accurate identification and appropriate services for young students with disabilities. It will produce a training package in the areas of prescriptive assessment, prereferral intervention, and implementation and maintenance of effective practices for young children with EBD and LD.

Grant Number: H324D990052

Multi-Content ClassWide Peer Tutoring and Self-Management Interventions: Research Improving Teaching Practice and Literacy Outcomes for Middle School Students with Disabilities in Urban Poverty and Suburban Schools

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will address the literacy and advanced subject matter of middle school students with and without disabilities, including culturally and linguistically diverse (CLD) groups (i.e., African-American, Hispanic-American, Native-American, and Asian-American) by utilizing and modifying the ClassWide Peer Tutoring (CWPT) program for elementary-aged students at risk and with mild disabilities. The CWPT program was originally developed in response to the sociocultural needs of poor, minority group students enrolled in urban elementary schools. This project will extend this important research to middle schools and include both urban and suburban settings.

Method: The project will conduct middle school studies in CWPT and ClassWide Self-Management (CWSM), a behavioral component. The project will: 1) investigate the use of CWPT procedures as an instructional strategy in facilitating multi-content literacy (i.e., reading, science, and social studies) with CLD students with mild disabilities and their typical peers at the middle school level in urban and suburban schools by use of group statistical and multiple baseline designs across classrooms; 2) develop and implement procedures that combine the use of CWPT and CWSM as a dual effective instructional arrangement to enhance student and behavioral outcomes in middle schools in urban and suburban settings; and 3) conduct an experimental-control group study of refined procedures using combined CWPT and CWSM to improve academic and behavioral performance at the middle school level in urban and suburban schools. One hundred and eighty children with disabilities, and 900 peer classmates will directly benefit from these interventions.

Products: Benefits include: 1) experimental-control group studies of CWPT and CWSM in middle school settings with documented effects for CLD students with and without disabilities; 2) school staff trained as site-based experts in program use, and 3) a procedural training manual for use of CWPT in middle school curriculum areas. Dissemination will include local/national training and product disbursement (publications, CWPT manual/materials, interactive CD, and World Wide Web-based materials).

Grant Number: H324D990057

Instruction in Self-Determination to Promote Access to the General Curricula for Students with Mental Retardation in Middle School/Junior High

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The Arc, a national organization on mental retardation, and Utah State University will conduct a research project describing, testing, and validating instructional practices to enable sixth to eighth grade students with mental retardation to meet state and local standards and performance goals for all students. This project will focus on core content areas from state standards that share the common instructional theme of promoting students' problem solving, decision making and goal setting capacities.

Method: First year activities will examine the degree to which students with mental retardation have access to the general curriculum and how classroom settings (general classroom versus self-contained classroom) impact this access. The project will observe students who vary based on two criteria; level of mental retardation (mild, moderate/severe) and educational setting (regular classroom, self-contained classroom). Second and third year activities will evaluate the impact of instructional practices to promote self-determination on students' capacity to achieve performance goals linked to state standards across multiple content areas. Third year activities will examine teacher, student, and classroom variables that impact access to the general curriculum. The inclusiveness of the sample will allow the project to compare data based on level of mental retardation or environment, and to examine the relative contribution of each to access.

Products: Using The Arc's national network, findings from the research and information about interventions to promote access will be widely disseminated to key stakeholders in the educational process.

Grant Number: H324D990058

Using Out-of-Level Testing for Students with Disabilities in Large Scale Assessment Programs: Establishing Recommended Policies and Practices

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: To address questions about out-of-level testing (wherein a student is tested at a lower-than-grade level), the National Center on Educational Outcomes (NCEO), in cooperation with the Institute on Community Integration (ICI), will conduct a study that will investigate the methodological considerations, prevalence, and instructional impacts of out-of-level testing for students with disabilities.

Method: Research objectives will be accomplished by implementing three studies. Study 1 will develop a series of methodological parameters that decision makers at the state and local levels can use to develop guidelines and

policies about the use of out-of-level testing. Study 2 will employ a survey to describe the range and variation in which out-of-level testing strategies are currently being applied, including information about policies that dictate this application. Study 3 will focus on "street level" implementation that simply addresses the question, "What happens to the students who are provided with out-of-level tests?". The study will be conducted in five local education agencies across the United States and will involve interviews and focus groups with students, parents, and educators.

Products: This project will provide research-based information regarding the utility, feasibility, and technical adequacy of using out-of-level tests with students with disabilities. Second, it will describe the prevalence and policy context in which out-of-level testing is being used in the United States today. Third, it will provide a comprehensive analysis of how out-of-level tests impact the instruction and educational experiences of students with disabilities.

Grant Number: H324D990059

Developing Number Sense Instruction Accessible to Kindergartners Experiencing Developmental Delays

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: The primary objectives of this series of research studies is to develop a knowledge base for teaching number sense to students experiencing delays in mathematics in inclusive kindergarten settings. The project will do this by integrating recent findings from cognitive psychology with the empirical knowledge base on effective special education teaching. Additionally, the project will identify formal and informal measures of number knowledge, memory, and mathematics in early elementary school.

Method: To achieve these objectives, a series of research studies will be conducted in Oregon and Texas. The first series of design experiments will lead to interventions suitable for use with students with developmental disabilities in inclusive kindergarten classrooms. This intervention will then be evaluated with two rigorous experimental studies involving a total of 200 students. In the second study, many students will be culturally or linguistically diverse learners. The project will also conduct predictive and concurrent validity studies to develop a battery that can be used for screening and monitoring student progress.

Products: This series of studies will develop the following: 1) an empirically validated instructional approach for developing number sense in kindergarten students experiencing developmental delays in inclusive settings; 2) an empirically validated approach to teaching this material to culturally and/or linguistically diverse exceptional learners; 3) curriculum materials jointly developed with kindergarten teachers that promote access to the general education curriculum; 4) a battery of validated assessment instruments for use in predicting which kindergarten students are at risk for experiencing difficulties in mathematics learning and require additional instructional resources.

Grant Number: H324D990600

Promoting Optimal Therapeutic Practices in Early Intervention through Collaboration

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Beginning Date: 6/01/99
Ending Date: 5/31/03

Purpose: The overall purpose of this project is to identify ways in which clinical research can optimize child outcomes by improving the practice of pediatric physical and occupational therapy for infants and toddlers in early intervention. This investigation will implement and evaluate a research-to-practice model in order to facilitate the generation and integration of empirically validated pediatric therapy practices within the context of natural environments in which infants, toddlers, and their families spend time. Central to this purpose are collaborative research-practice partnerships involving pediatric therapy teams, parents of infants and toddlers who are participants in early intervention programs, and pediatric therapy researchers. Broad goals include: 1) promotion of children's learning and development within the context of natural environments; 2) implementation and evaluation of collaborative action research teams (researchers, pediatric therapists, parents), using a participation research methodology, and 3) exploration and identification of the ways in which families may best participate as members of research teams. The project will study and identify the supports necessary to maintain utilization of collaborative research teams as an ongoing method for promoting optimal child outcomes through application of empirically validated practices.

Method: The study will be implemented as a four phase model within each of four regions of Pennsylvania. A total of 48 pediatric therapists working in early intervention will be recruited to participate. Therapists will be grouped into collaborative research-practice teams with a parent and a researcher who is a faculty member in pediatric occupational or physical therapy. The four study phases include: 1) identification of key issues and desired outcomes; 2) research action plans; 3) analysis and review of results; and 4) replication and dissemination. The effects of this model will be determined on the basis of quantitative and qualitative measures of child outcomes and results, therapist attitudes and practices, and parent attitudes and practices. A comparison group of children, matched to the age and disability of child participants selected by the collaborative research-practice teams, and the children's parents and therapists will serve as a contrast group to determine the effects of the model on child outcomes/results and on therapist/parent attitudes and implementation of practices. Detailed notes of the model implementation process will be maintained for each research team and for each region to study the process of implementation and identify the barriers/facilitators to implementation and supports necessary to establish and maintain the model.

Products: The final phase of the study includes the development, review, and use of written materials that can be disseminated to other therapists as a way of ensuring best practices and to pediatric therapy researchers to use in training preservice students and in professional development activities. These products will be distributed nationally through presentations at meetings and conferences, attended by early intervention and/or therapy personnel, to families through vehicles such as the National Information Center for Children and Youth with Disabilities, through the project's Pediatric Therapy Home Page where materials will be placed in downloadable form, and through written articles in professional journals and other related publications. Impact of the ongoing research-practice teams within Pennsylvania has been designed into the study through the state-wide (and regional) design of the investigation, the involvement of multiple therapists, extensive and ongoing networking and input promoted through multiple regional and state-wide meetings, and the link of the study with the Pennsylvania Pediatric Therapies Initiative.

Grant Number: H324D000002

M.S.S. SAIL: Middle School Students' Summer Adventures in Literacy — Research to Improve Reading Comprehension Results for Students with Disabilities

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Beginning Date: 8/15/00
Ending Date: 8/14/03

Purpose: This project addresses Focus Area 6: Research to Improve Reading Comprehension Results for Children with Disabilities. The three-year project will examine the effectiveness of "Middle School Students' Summer Adventures in Literacy (M.S.S. SAIL)," in improving the reading comprehension results of students with disabilities.

Method: During the first year, two studies will be conducted. The first study is designed to measure the effectiveness of the tutoring component. The tutoring study will be implemented in three middle schools randomly assigned to the following conditions: treatment, comparison, and no-treatment control. Each treatment condition will include 30 students. The second study will examine the summer intervention program, M.S.S. SAIL, in its entirety. The summer program will be studied in three middle schools under the following conditions: treatment, comparison, and no-treatment control. Each treatment condition will include 20 students. During the second year, a component cost-benefit analysis of the tutoring program and M.S.S. SAIL will be conducted. Also in Year 2, the effectiveness of four variations of the tutoring protocol will be compared. During the third year, a final validation study will be conducted to replicate and verify findings from Year 1 and Year 2. The original tutoring program from Year 1 will be compared to the "streamlined tutoring program" identified during Year 2 and to a control group. In addition, the "streamlined summer program" will be piloted in a resource-class setting in the fall. Finally, the original summer intervention program from Year 1 will be compared to the "streamlined summer program" identified during Year 2 and to a control group. Pre- and post-testing of all treatment, comparison, and control participants will be conducted by the project. The project will measure reading fluency, reading vocabulary, and reading comprehension as well as academic self-efficacy. The project will assess the maintenance of reading gains for all participants 10 weeks and 20 weeks after the treatment has ended. In addition, the project will examine scaled reading scores on standardized, statewide tests (i.e., "FCAT Reading") from the previous year and from the end of the school year during which the intervention took place. Finally, the project will conduct interviews with students and parents as well as teachers participating in the summer intervention program. An analyses of variance with repeated measures will be used to evaluate treatment effect.

Products: This project will enhance the success of middle school students with reading disabilities in the general education environment and will assist students in generalizing gains in reading comprehension to high-stakes statewide reading tests. Ultimately, the project will contribute to a growing body of knowledge of effective reading strategy instruction for middle school students.

Grant Number: H324D000007

The Spiral of Inclusion: A Study of Contextual Variables that Impact Access to the General Curriculum for Preschool Students with Disabilities and Their Transition to Primary Grades

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: This project will investigate existing videotaped sequences and prior records of children who participated in preschool education in the last decade to document contextual variables that impact access to the general curriculum for children in preschool programs. These children and their families will be contacted to discover their current placement, level of functioning, and parent perception of inclusive practices over time.

Method: After an ACCESS inventory has been developed, students with and without disabilities in current preschool settings will be compared and contrasted with regard to mediating variables for classroom participation and success. A cohort of students will be in transition to kindergarten during the three years of this project and issues related to implementation of a successful transition, both for staff and parents, will be delineated.

Products: This investigation of past and present resources will contribute to an integrated, collaborative model for guiding effective practice. A model that is driven by effective practices and sound theory gains power through family-centered collaboration and developmental principles of self determination. Procedural information about the model will be available via a website, the Beach Center at the University of Kansas, and family advocacy organizations.

Grant Number: H324D000013

A Study of the Intended and Unintended Consequences of Large-Scale Assessments on Students with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This project, which deals with Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment Programs, will undertake an extensive study of the intended and unintended consequences of large-scale assessments and accountability systems on students with disabilities in order to anticipate the impact and consequences of participation in large-scale assessment programs on local and state education systems.

Method: The project will draw upon an established network of state and local district assessment and special education professionals to help identify settings and subjects for study. Specific consequences of assessments to be studied by the project include: standards and Individualized Education Programs (IEPs), achievement trends across grades, social promotion policies, graduation policy and diploma options, and system effects.

Products: This directed research project will identify strategies to be used by planning teams to link assessments with accommodations and instructional practices in students' IEPs. It will produce information on how large-scale assessment information can be used in examining achievement patterns between special education and regular education students and how this information can be used in drawing conclusions about the effectiveness of general and special education. It will produce reports, journal articles, research briefs, and related materials and will disseminate them widely to national and state groups.

Grant Number: H324D000014

Accessing the General Education Curriculum for Students with Emotional Disturbance Using Cooperative Learning and Social Skills Training: Project CLASS

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: This project will address a question of importance to the education of children with emotional/behavioral disorders (EBD): Does the combination of social skills training and cooperative learning result in children with EBD successfully participating and succeeding in the general education curriculum when compared to children who receive the cooperative learning intervention only?. This project addresses Focus Area 2, "Instructional Interventions and Results for Children with Disabilities."

Method: To directly answer this question requires a well-controlled experimental design. Eighty children identified as having EBD and 20 teachers in general education classrooms will participate in the study. These children and teachers will be recruited through the Metropolitan Nashville Public School System and will be randomly assigned to one of two groups. Children and teachers assigned to Group A will receive a comprehensive social skills training intervention. This intervention will consist of a social skills training curriculum with planned teacher follow-up activities. After this initial training, students and the general education teachers will then receive comprehensive training in cooperative learning activities. Children and teachers assigned to Group B will not receive the comprehensive social skills training but will receive training in cooperative learning strategies at the same time as children in Group A. The academic and social progress of all children in both groups will be assessed at four points during the academic year. These assessments will include key measures of academic achievement and social interaction, as well as general measures of participation in the general education curriculum. The experimental design will allow for critical comparisons to be made on both the individual and combined contribution of social skills training and cooperative learning. The project will utilize resources of Peabody College of Vanderbilt University and Metropolitan Nashville Public Schools to study effective practices for the reintegration of elementary-age students with EBD.

Products: Project CLASS is expected to have impact on three levels: 1) expanding access to the general education curriculum for students with EBD; 2) identifying efficient and effective strategies for the reintegration of these students into mainstream settings; and 3) contributing objective data to an area of research that has limited information with which to aid practice.

Grant Number: H324D000015

Enhancing Treatment Utility in Instructional Consultation Problem Solving: Comparison of Alternative Assessment Technologies

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Beginning Date: 8/01/00
Ending Date: 7/31/03

Purpose: This investigation will compare three prescriptive assessment approaches (the traditional psychometric approach, a functional assessment approach, and an empiric approach) to consultation with teachers. In all three approaches, standard consultation procedures will be followed; however, the approaches differ in the kind of information consultants will provide teachers and parents during the Problem Analysis Interview (PAI). This project deals with Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: Sixty teachers and their students who have academic or behavioral problems will be randomly assigned to one of three conditions. In the "traditional psychometric condition," a consultant will use the Woodcock-Johnson Psycho-Educational Battery-Revised to assess student characteristics and generate intervention plans. In the "functional assessment condition," a consultant will use an environmental assessment protocol to develop an intervention plan. In the "empirical condition," a consultant will select an intervention plan based on empirically demonstrated treatments matched to various treatment targets. Consultants will facilitate interventions through a problem-solving instructional consultation model consisting of problem identification, problem analysis, treatment implementation, and treatment evaluation. Consultants will provide consultees with a written report and help teachers implement intervention programs. The four trained consultants will be counter-balanced across conditions. Multiple outcome measures will be used: direct observational assessment, curriculum-based measurement, goal attainment scaling, treatment integrity measures, treatment acceptability procedures, and parent and teacher ratings of child behavior. The research addresses five questions about different assessment approaches: 1) Do different assessment approaches lead to different treatments?; 2) Do they yield different levels of treatment integrity?; 3) Do they produce different child treatment outcomes?; 4) Do they elicit different levels of consumer satisfaction with treatment plans?; and 5) Do different assessment approaches have different monetary and social costs?.

Products: The outcomes of this study will help inform individuals with respect to which assessment approaches might be most effective for enhancing outcomes of functional assessment and consultation. The project will develop treatment manuals for each condition that can be used by practitioners in special education and school psychology.

Grant Number: H324D000016

Evaluating the Outcomes of Developmentally Appropriate Practice with Preschoolers: Effects on Developmental and Academic Skills

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Beginning Date: 8/01/00
Ending Date: 7/31/03

Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, includes four research studies, all focusing on evaluating outcomes of developmentally appropriate practice (DAP) with 3-to-5-year-old children with and without disabilities. The outcomes of this project are expected to provide evidence of the effectiveness of DAP, including subsequent positive effects on literacy and other academic skills.

Method: The research studies will 1) conduct a follow-up study of children with and without disabilities relating a variety of play behaviors to later academic functioning; 2) use a variety of measures to assess whether preschoolers with and without disabilities achieve the state-mandated Pre-K milestones when participating in an inclusive early education program using DAP as a curriculum framework; 3) determine the relationships among a variety of play skills, developmental areas, and emergent literacy skills of preschoolers with and without disabilities; and 4) determine individual and group growth trajectories over time of emergent literacy skills and analyze the effects of various variables on the children's growth.

Products: The project has the potential to increase understanding of the effects of DAP on the early development of young children with and without disabilities, and to expand the understanding of the course of children's development over time. Because the longitudinal approach will relate early play behaviors to later academic skills in the primary grades, knowledge of the long-term impact of early experiences will be expanded. Findings will be disseminated through professional journals, conference presentations, participation in professional meetings, preservice and inservice personnel preparation activities, and a Website.

Grant Number: H324D000018

Improving Preschoolers' Reading Outcomes through Measurement and Intervention in Classroom Environments

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: This project, which deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop and test an intervention program for preschool children with disabilities and children at

risk for developing difficulties learning to read in elementary school, including children who are English-language learners and children living in poverty. It will also investigate predictive relationships between preschool progress-monitoring measure used within a formative evaluation framework and reading outcomes in elementary school.

Method: The project will follow a three-stage model: program exploration, development, and validation. A decision-making intervention will be developed for young children with disabilities or at risk in terms of expressive language and early literacy development, based on reviews of language and literacy-related intervention programs and collaboration with professionals in early childhood special education, English as a Second Language, and Head Start programs. The project will evaluate the effectiveness of the intervention program based on actual differences between the developmental trajectories of two cohorts of preschoolers. Predictive relationships between preschool progress-monitoring measures will be examined, as well as different measures used with kindergartners and first-graders, and children's reading outcomes in elementary school.

Products: Results of the intervention will indicate whether or not specific progress-monitoring measures of preschoolers' expressive language and early literacy development can be employed within a formative evaluation framework as early indicators of future reading development in elementary school. This will help preschool teachers replicate and expand the use of assessment tools to monitor child progress and evaluate current instructional and ecological practices. The project will develop an intervention manual and supporting materials for arranging instructional practices and environmental arrangements to promote preschoolers' language and early literacy skills. Dissemination will be done through publication in professional journals, presentations at conferences, and a Website.

Grant Number: H324D000021

School-to-What? Understanding Gender Differences in Post School Employment Outcomes

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Beginning Date: 1/01/01
Ending Date: 12/31/03

Purpose: This project has the following three goals: 1) research and document factors that contribute to gender differences in the post-school employment outcomes of young women with disabilities and their male peers with disabilities using case study methodology; 2) develop empirically based guidelines and recommendations to improve post-school employment outcomes for young women with disabilities that target policy, practice, and research; and 3) disseminate project findings in a variety of formats that target policymakers, researchers, practitioners, and consumers. This project address Focus Area 4, "Gender and Special Education."

Method: In order to accomplish these goals, the project will utilize case study methodology that will be structured by a conceptual framework consisting of theoretically and empirically based factors. A sample of young women and men with disabilities who have been out of school three to five years will be identified from sites in Oregon that have a strong and longstanding collaborative relationship with the project staff.

Products: The main publications that will be developed are User Guides on strategies, recommendations, and guidelines based on project findings for improving the employment outcomes of young women with disabilities. These User Guides will be carefully structured to address the needs and interests of different audiences, including school and agency staff, employers, young women and men with disabilities, and their families.

Grant Number: H324D000025

Access to the General Curriculum for High School Students with Mental Retardation: Curriculum Adaptation, Augmentation, and Alteration

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This project, which deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will address contextual variables that influence access to the general education curriculum for students with disabilities, including those with mental retardation. Teachers' perceptions and beliefs about access to the general curriculum will also be studied, as well as instructional and curricular accommodations to ensure that students with disabilities have access to the general education curriculum.

Method: The research will examine the success of a proposed model to gain access for students with mental retardation that involves three levels of curricular modification: adaptation, augmentation, and alterations. This model describes a decision-making process that emphasizes the contribution of both the general curriculum and individually determined student learning needs to an appropriate educational program, incorporates the consideration of assistive technology into the decision-making process, and provides a means of identifying the maximum extent to which students with mental retardation can access the general curriculum.

Products: The project hopes to show how this model for providing access, though evaluated with students with mental retardation, can apply to all students with disabilities. It will increase the knowledge of problems related to providing access for students with mental retardation and will address the challenge of bridging the gap between the general curriculum and functionality by describing, validating, and implementing this model for providing access. Multiple channels will be used for disseminating information and project results, including publication in journals, presentations at conferences, publication of a monograph describing the model, and various Internet-based locations.

Grant Number: H324D000028

Access to Visual Learning and Options for Students with Severe Low Vision: Policy, Practice, and Cost Effectiveness

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Beginning Date: 1/01/01
Ending Date: 12/31/03

Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will identify state policies and state and local practices as they relate to selection of accommodations that promote visual access to learning. It will examine the cost-effectiveness of strategies for visual access, factors influencing implementation of policy, and how these factors impact visual access to learning by students with severe low vision. The project will also identify and disseminate factors that are associated with successful state and local programs which could be implemented by other states to increase visual access to learning by students with severe low vision.

Method: The project will answer the questions posed by its objectives by conducting surveys and focus groups in 10 states, each of which represents one of the 10 federal regions. Analysis of and comparison of the focus group research data with the survey research will allow staff to identify which states have already existing policies and cost-effective strategies for allowing visual access to the general curriculum, and where teachers are teaching students to utilize the most cost-effective and successful strategies.

Products: The project expects to develop a description of the policies in all the states with respect to how students with low vision visually access the general education curriculum. It will describe the way policy is translated into practice and the factors that inhibit or facilitate translating policy to practice. It will disseminate strategies for achieving successful policy to practice implementation, strategies used by students for visual access to learning and how those are achieved, and the cost-effectiveness of various approaches for achieving visual access.

Grant Number: H324D000030

Providing a Solid Foundation for Preschoolers with Disabilities to Learn to Read

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Beginning Date: 1/01/01
Ending Date: 12/31/03

Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop an effective, feasible program for providing preschoolers with disabilities intensive phonological awareness and other early literacy instruction within normal preschool settings to create an intensive and broadly effective program to promote inclusion in normalized preschool settings. The program will

encourage meaningful family participation and will be feasible for teachers to use.

Method: The project will develop and examine the effectiveness of teacher-led activities, peer-mediated activities, and parent-delivered activities. In the first year, a large experimental study will assess the added value of a highly structured, classwide peer-tutoring program, over and beyond teacher-led instruction. The effects of these methods on the development of phonological awareness and emergent literacy skills of preschoolers will be examined, and the children will be studied through first grade. A related, highly structured, intensive parent program will be started as well. In the second year, a second large experimental study will investigate the added value of that parent program on phonological awareness and emergent literacy skills of preschoolers with disabilities. These children will be followed through kindergarten. In the last year of the project, a third large experimental study will investigate how the classwide peer-tutoring and parent programs operate separately and in combination to enhance learning for preschoolers with disabilities.

Products: The project will produce validated classwide peer-tutoring procedures for delivering intensive phonological awareness and emergent literacy skills instruction within the context of preschool settings, and it will develop validated parent programs to deliver intensive phonological awareness and emergent literacy skills instruction. Research reports on the effects of these programs will be produced and training manuals and videos will be made to help teacher trainers and practitioners establish these programs.

Grant Number: H324D000032

Effective Reading Instruction and Students with Emotional and Behavioral Disorders: Access to the General Education Curriculum

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: This project addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities. It will describe and experimentally test effective reading practices for students with emotional/behavioral disorders (EBD), based on Project RISE (Reading Instruction for Students with Emotional/Behavior Disorders), which directly addresses the need for research on effective reading practices for students with EBD.

Method: The first study will be a year-long descriptive, observational study in which the reading instructional practices of effective general and special education teachers of EBD students in grades three to five will be systematically studied. The study will determine how these teachers employ effective reading practices designed to prevent reading failure and effective principles of instruction. In years two and three, a second study will experimentally test the effectiveness of systematic reading instruction for students with EBD in grades three to five. Measures of teacher knowledge, implementation fidelity, and perceptions of the intervention practices will be ascertained, along with students outcomes in reading, behavior, self-concept, and participation in general education settings.

Products: The set of investigations developed by this project will focus directly on students with EBD and how effective reading practices are adapted to meet their unique behavioral and emotional needs. Findings of the studies will be disseminated at the local, state, and national levels in a variety of formats, including journal

articles, technical reports, parent and teacher workshops, and print and electronic communication. Particular emphasis will be paid to the development of products for teachers, parents, and school administrators that will assist them in the implementation of effective reading interventions.

Grant Number: H324D000033

Project IMPACT: Individualizing and Monitoring Programs to Accelerate Children's Trajectories

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: The IMPACT project (Individualizing and Monitoring Programs to Accelerate Children's Trajectories) addresses Focus Area 5: Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or School-wide Programs in Grades K-3. The project intends to expand the knowledge base about children who do not respond to treatments that work well for the majority of students, and to codify a set of methods for identifying unresponsive children and for intervening to reverse unresponsiveness.

Method: The IMPACT project will evaluate and codify two complementary methods for identifying unresponsive children: a screening tool to pre-identify children at risk to be unresponsive and a process to identify children who are actually nonresponders. Environmental and learning characteristics related to the reading development of unresponsive students will be identified and described and two complementary methods for targeting effective interventions for nonresponders will be evaluated and codified. Across the years of the project, activities focusing on different dimensions of reading development will be conducted: phonological awareness and early decoding skills among kindergarten students; decoding and fluency among first graders; and comprehension among children in grades two to three.

Products: The project will develop a process for identifying unresponsive children; a set of environmental, social, cultural, and psychosocial characteristics for predicting unresponsiveness; a process for formulating effective instructional programs for otherwise unresponsive children; methods for providing access to content for children with insufficient reading competence; methods for documenting and evaluating progress of unresponsive children toward meeting intervention goals; and procedures for establishing appropriateness expectations for unresponsive students.

BEST COPY AVAILABLE

Grant Number: H324D000034

Standards for All Model: Personalizing Elementary Education

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project merges and tests a collaborative effort of regular and special education designed to increase student achievement and, ultimately, the post-school outcomes of children and youth with disabilities using a common framework of standards-based reform, Maine's Learning Results. Designed to align with the systemic restructuring initiatives at the national, state, and local levels, the project will investigate the degree to which restructuring advances beyond theory and puts into action instructional interventions based upon high expectations for the achievement of high standards for all students, including students with a full range of disabilities. The project will provide empirical examination and direction to guide the implementation of the framework of Goals 2000 and the Improving America's Schools Act. This directed research project deals with Focus Area 2, "Instructional Interventions and Results for Children with Disabilities."

Method: The Center for Community Inclusion (Maine's University Affiliated Program at the University of Maine), in collaboration with the Maine Department of Education, two Maine elementary/middle (K-8) schools, and LEARNS: Maine's Statewide Systems Change Initiative for Inclusive Education, will develop, implement, test, and disseminate an educational model of high standards for all students based on Maine's Learning Results. Using a multi-method study, the project will empirically investigate: 1) What changes in teacher practice result from Standards for All Model (SAM) training on instructional and curricular accommodations designed to ensure that students with disabilities have access to the general education curriculum and achieve high standards?; 2) To what extent does the implementation of SAM relate to achievement of Maine's Learning Results for students with and without disabilities?; and 3) What school characteristics (i.e. demographics and school improvement plan design) are related to the degree of change and outcome?.

Products: The SAM will be widely disseminated throughout Maine and the nation to inform practice and improve and enhance the educational gains and, ultimately, post-school outcomes for all students. The project will utilize Web-based technology by establishing a home page to which project findings, strategies, and information will be posted. Additionally, the project will, in Year 3, prepare a monograph to be widely disseminated throughout the country articulating the SAM model with recommendations and strategies for implementing and evaluating educational reform initiatives at the elementary and middle levels.

Grant Number: H324D000039

Accessing the Childcare Curriculum: Effective Instruction of Children with Autism

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This project addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities. The project will conduct research on: 1) teaching young children with autism skills that are seen as important for success in subsequent kindergarten placement; 2) teaching young children with autism developmental skills that will allow them to access the early childhood curriculum; and 3) assisting parents of young children with autism in preparing their children for kindergarten.

Method: Nine studies will be conducted. Seven of the studies will be conducted in inclusive childcare classes, will involve the children's classroom teachers, and will use effective instructional strategies in the children's ongoing activities. One study will focus on identifying specific skills children need in their likely kindergarten classes, and another study will focus on assisting parents in helping their children's kindergarten teachers include the child successfully.

Products: The findings from these studies will be disseminated through the following mechanisms: nine study reports will be submitted to professional journals, two teacher-friendly articles will be submitted, two discussion articles or chapters will be written, two teacher manuals will be developed, and a parent product will be written. Findings will be presented at professional conferences, and summaries of findings and advertisement of products will appear on the project's World Wide Web site.

Grant Number: H324D000040

Project PROGRESS: Predicting Outcomes by Gender and Exceptionality Status

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Beginning Date: 1/01/01
Ending Date: 12/31/03

Purpose: This project addresses Focus Area 4: Gender and Special Education. Project PROGRESS (Predicting Outcomes by Gender and Exceptionality Status) will provide educators and policy makers with information about gender differences in the educational and vocational outcomes of students who are gifted, low achieving, disabled, and normally achieving. The goal of the study is to offer recommendations that educators may use to close the gender gap with respect to preparedness for participation in the work force.

Method: PROGRESS will investigate the relationships between gender and other individual student characteristics and education and vocational outcomes for students who are at substantial risk for educational and employment outcomes that are below expectations. PROGRESS will conduct analyses to investigate how specific achievement levels, student background characteristics, and school experiences lead to nationally recognized and

needed outcomes: high school graduation, high levels of skill attainment, and successful post-school employment experiences. The project will investigate whether the relationship between characteristics and outcomes is different for male and female students. Project PROGRESS will offer educators, researchers, and policymakers a comprehensive analysis of gender disproportionality and the variables most likely to positively influence school completion, achievement rates, and post-school attainment for the students most likely to be unprepared to assume productive adult life roles. The data sets to be used for the project are 1) the Office for Civil Rights Elementary and Secondary School Civil Rights Compliance Survey (1980-1996) and 2) the National Education Longitudinal Study of 1988, including the base year survey and data from three follow-up surveys.

Products: The study will provide specific recommendations for addressing gender disproportionality by type of youth (gifted, disabled, at-risk). These analyses will be exchanged with educators and policymakers to permit an informed and effective response to the national problem of youth leaving high schools unprepared to fulfill the demands of the 21st century workplace. Information will be provided through an interactive web-site; consumer-friendly briefs; and traditional, refereed research journal submissions.

Grant Number: H324D000041

Inclusion of Preschool Children with and without Disabilities in State Standards Based Accountability Systems

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This project addresses Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment Programs. The University of Kentucky Interdisciplinary Human Development Institute's University Affiliated Program (UAP), in collaboration with the Council for Exceptional Children's Division for Early Childhood (DEC), will conduct a three-year, multi-state investigation to develop a set of recommended practices for Standards Based Accountability Systems at the preschool level. The primary research objective is to investigate appropriate practices for the inclusion of preschool children with and without disabilities in Standards Based Accountability Systems. Practices will be identified from current research, perceptions from the early childhood community, and current practice in states.

Method: The project will address the issue of inclusion of preschool children with and without disabilities in accountability systems through four interrelated activities: Activity 1: Synthesize the current knowledge base as it relates to critical components and practices when implementing Standards Based Accountability Systems for the preschool population; Activity 2: Identify perceptions of the early childhood field about: 1) appropriate practices for Preschool Standards Based Accountability Systems at the preschool level; 2) the value of a Preschool Standards Based Accountability System; 3) how young children should be assessed for accountability purposes; and 4) the relationship between Recommended Practices (DEC), Developmentally Appropriate Practices (National Association for the Education of Young Children), and Standards Based Accountability Systems at the preschool level; Activity 3: Identify how states currently include pre-kindergarten programs in their Standards Based Accountability System; and Activity 4: Validate a set of recommended practices for inclusion of preschool children with and without disabilities in state and local Standards Based Accountability Systems. The study will utilize a mixed methods approach that will include interviews, focus groups, document review, and surveys. Five states will be selected for a more in-depth case study of the current use of Standards Based Accountability Systems with preschool populations.

Products: At the end of the project, a set of recommended practices related to preschool inclusion in Standards Based Accountability Systems, which has been validated by the field, will be available to state and local programs across the country.

Grant Number: H324D000049

Project ALTER: Accelerating Literacy Trajectories in Early Readers

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Beginning Date: 1/01/01
Ending Date: 12/31/03

Purpose: Project ALTER (Accelerating Literacy Trajectories in Early Readers) addresses Focus Area 5: Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or School-wide Programs in Grades K-3. The three-year longitudinal program of research will address the early and often enduring beginning reading difficulties of children with identified reading disabilities or at risk of reading delay. The program of research will develop, test, and evaluate a conceptual framework that combines the components of reading, characteristics of learners, formative assessment, and responsive instruction to develop a "levels-of-intervention-intensity" model. Project ALTER will examine and refine knowledge of the factors that are causal and correlational to positive and sustainable growth in early reading achievement. A primary distinction of Project ALTER is the frequent, formative evaluation of the learner's response to instruction and the systematic and dynamic adjustments for each child who fails to derive adequate benefit.

Method: A cumulative "Levels of Intensity Analysis" will be used to develop "intervention profiles" that address three primary questions: 1) What are the effects of "dynamic assessment and responsive intervention" on learners' early reading growth?; 2) What intensity of intervention is necessary for students to achieve adequate reading growth?; and 3) What are the common profiles of intervention intensity that achieve immediate and long-term effects on reading achievement? The proposed research uses three research methodologies: 1) descriptive, correlational research to identify relations between learner variables and their response to instruction; 2) experimental group research to investigate inter-individual differences; and 3) progress monitoring and growth-curve analyses to evaluate intra-individual growth and response to instruction. Forty kindergarten students from six schools in a suburban school district in the Pacific Northwest will participate. Students may be identified as experiencing developmental delay, specific learning disabilities, or at risk of reading disability. All students will be identified at mid-year kindergarten as failing to respond adequately to a multi-context Level I Intervention that includes research-based strategies implemented in general education, special classes, and home-literacy components. Measures from four constructs (i.e., prereading, vocabulary, word recognition, and comprehension) will be collected formatively and analyzed through correlational, multivariate, and individual growth curve analyses.

Products: Outcomes include: 1) "Intervention Profiles" that will accelerate and sustain adequate reading growth, and 2) "Learning Profiles" (e.g., phonological awareness, alphabetic understanding, fluency, rapid automatized naming, cultural, and linguistic factors) that typify inter- and intra-individual differences. Findings will be disseminated through 1) research and practitioner publications; 2) staff development and conference presentations; and 3) electronic Web-based access to findings, procedures, and profiles.

Grant Number: H324D000057

Assessment Protocols for Latino Children with Learning or Emotional Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: This project will address the lack of culturally sensitive learning and emotional assessments for Latino children three to nine years of age. The late identification of Latino children requiring special education causes behavior deterioration and school attrition. The project will improve the quality of assessments for this group through qualitative and quantitative research initiatives and related dissemination activities. The project's objectives include describing the currently used assessment methods and opportunities and obstacles for the identification of these Latinos; determining the elements of alternate new assessment protocols for these children; developing time-efficient new assessment protocols; and examining their usefulness when used by school personnel. This project addresses Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: The investigation will use both focus group-expert panel (qualitative) and subject examination (quantitative) methods to obtain the data. In year 1, the project will identify highly discriminating traits between separate samples of Spanish-speaking Latino children three to nine years old with and without learning disabilities and with and without emotional disabilities, in order to determine how to recognize these disabilities in a 90- to 120-minute period. In year 2, the project will conduct focus group and expert panel discussions to recommend time-efficient protocols for the assessment of learning and emotional characteristics in these children and will construct new assessment protocols. At the end of year 2 and year 3, the project will examine the usefulness of these new assessment protocols when used to identify Latino children with learning or emotional disabilities by school personnel. In this investigation, the project will search for early signs of trouble, consider the child within a physical and human context, approach the methods and analyses from a multi-influence standpoint, inquire about specific typical and atypical behavior and skills, use focus group and expert panel qualitative research, use adapted published scales and tests, and conduct quantitative collection and analyses of data. The project's approach will be multi-disciplinary, seeking parental and consumer involvement.

Products: The project will produce valid learning and emotional assessment protocols and elucidate on the particular dimensions of Latino preschool and school-age children. On-going and final data and products will be disseminated through the World Wide Web, newsletters, conference presentations, and journal publications.

Grant Number: H324D000062

Maximizing the Impact of Curricular and Instructional Accommodations through Personalized Grading Plans

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Beginning Date: 1/01/00
Ending Date: 12/31/03

Purpose: This project addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities. The project involves the refinement and validation of a model for making grading adaptations

within the context of personalized grading plans (PGP's) for middle school students in high-incidence disabilities included in general education classes. The PGP Model incorporates effective practices of 1) basing grading practices on a desired purpose for a grade; 2) collaboration among student, parents, and teachers; 3) enhancing feedback provided by the grade; 4) integrating grading criteria with other adaptations; and 5) increasing utilization of grading adaptations provisions within grading policies.

Method: The project will extend research beyond limited qualitative measures of process and more obvious outcomes (e.g., grades) into multiple measures of the outcomes of a personalized grading plan within the framework of between-subjects and within-subjects comparison. In this project, the PGP Model for making grading adaptations will be implemented, evaluated, refined, and replicated over a three-year period in three large middle school settings: two suburban and one urban. Multiple outcome measures will be implemented to assess the outcomes and perceived satisfaction of students, parents, and teachers. The model will be implemented in a staggered fashion. Sixth-grade teachers will be trained to implement PGP in Year 1, sixth- and seventh-grade teachers in Year 2, and sixth-, seventh-, and eighth-grade teachers in Year 3.

Products: Approximately 144 students will be served, and over 100 special and general education teachers trained.

Grant Number: H324D000063

Project CASIAS: Comprehensive Assessment System: Including All Students

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: The Oregon Department of Education, the University of Oregon, and Portland State University are combining their resources and efforts for Project CASIAS, Comprehensive Assessment System: Including All Students. In the context of large-scale assessment, this project will address the question "Is taking the 'alternate' assessment an 'either-or' proposition?". The work will replicate and further validate a model comprehensive statewide assessment system that includes "alternate" assessment within the larger state framework and provides appropriate components for students with low-incidence disabilities. The work will also continue to identify and validate the relationships among: 1) emerging academics; 2) academics and 3) environmentally based career and life roles, while investigating the generalization of students' skills within natural environments. Finally, the project will systematically monitor the effects of this system on the IEP process. This project addresses Focus Area 1, "Inclusion of Students with Disabilities in Large-Scale Assessment Programs."

Method: A decision-making model with a focus on functional career and life roles and academic content will be developed and employed to accomplish the project's objective. Research will be conducted in urban centers (Portland) as well as rural and remote sites (e.g., Harney County) throughout Oregon during Year One. In addition, the project plans to replicate and further validate screening instruments and the decision-making model in Arkansas, Delaware, Kansas, and New Mexico during the second and third years to validate the system in a national context.

Products: This research will help develop a database that will not only validate Oregon's Comprehensive Assessment System but will also inform other state efforts to develop and refine comprehensive assessment systems. The project's research and development on standards-based tests will present a broad menu of issues and

options to support all students with disabilities, particularly students with low-incidence disabilities. In addition to presentations at national conferences, the project will disseminate its work using a World Wide Web site, in an accessible form, that links to the National Center on Educational Outcomes (NCEO), and the State Collaborative on Assessing Student Standards (SCASS) Assessing Special Education Students (ASES) pages.

Grant Number: H324D000064

Project ACCESS 2000: Accommodating Curricular Changes for Educational Standard Setting

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: The University of Oregon's Behavioral Research and Teaching (BRT) section and area school districts are teaming together for Project ACCESS (Accommodating Curricular Changes for Education Standard Setting) to research and develop an objective measurement system for determining when an accommodation is most appropriate for middle/secondary student with disabilities in content area classrooms. Project ACCESS will research three areas: 1) access and decision-making process; 2) contextual, curricular, and instructional accommodations; and 3) standards-based reform-interventions. The project addresses Focus Area 2, "Instructional Interventions and Results for Children with Disabilities."

Method: To accomplish research in these three areas, the University of Oregon will team with general and special educators to utilize school-based action research projects. Currently, state departments of education provide lists of acceptable accommodations specific to their statewide test that are to be implemented by district IEP teams. However, state departments provide no empirically validated, objectively defined guidelines as to when an accommodation or modification should be used within curricular or instructional settings. Parents, teachers, and administrators are left with only rhetoric, not specific guidelines, to direct their judgments. The project will conduct research in both urban centers as well as rural and remote sites throughout the state to sample from a diverse group of students.

Products: Through the use of the action research projects, school teams can empirically validate their proposed curricular accommodations. The project results will be disseminated through links to: 1) the Council of Chief State School Officers (CCSSO) Technical Guidelines group, 2) presentations at major conventions, 3) BRT's Web site (http://brt.uoregon.edu/), and 4) assorted print and journal material.

Grant Number: H324D000066

Project UFLI: An Investigation of the University of Florida Literacy Initiative: Tutoring for Beginning Readers As a Tool for Addressing the Needs of Students Who Are Unresponsive to Effective Reading Programs

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Beginning Date: 8/15/00
Ending Date: 8/14/03

Purpose: This project will examine the effects of an alternative treatment for struggling beginning readers. The project addresses Focus Area 5, "Research to Improve Literacy Results for Children Who Are Unresponsive to Effective Classroom or School-wide Programs in Grades K-3."

Method: The project will analyze the components of effective one-on-one tutoring intervention to determine its most salient features. In one-on-one intervention, the instructor helps the student develop phonological awareness, concepts about print, an understanding of the alphabetic principle, decoding skills, reading fluency, comprehension strategies, and a variety of strategies for successfully negotiating through text. The tutoring sessions include five steps: 1) Gaining Fluency, 2) Measuring Progress, 3) Writing for Reading, 4) Reading a New Book, and 5) Extending Literacy. The project will examine small-group and large-group variations of the intervention.

Products: The project will provide important contributions to the advancement of the knowledge base about beginning reading, and will provide a better understanding of the features of instruction necessary to reach students who are unresponsive to effective programs.

84.023F
Examining Alternatives for Results Assessment for Children with Disabilities

Grant Number: H023F970010

Gauging Outcomes to Accelerate Learning and Success: Goals for Students with Disabilities

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Beginning Date: 11/01/97
Ending Date: 10/31/01

Purpose: The purpose of the project Gauging Outcomes to Accelerate Learning and Success (GOALS) for Students with Disabilities is to remove the two major obstacles to identifying the success of students with disabilities: (1) in many accountability systems, the performance of the students does not count, and (2) there are no guidelines for how teachers can use accountability frameworks to increase expectations and outcomes for students with disabilities.

Method: To remove these obstacles, the project will develop, validate, and codify a Dynamic Assessment Tool for Accommodations for practitioners to identify valid accommodations for students with disabilities. Strategies will be developed by which teachers can use the structure of accountability systems to realize better outcomes for students.

Products: Through the methods of this project, the meaningful participation of students with disabilities in accountability systems will increase, and that participation should produce the intended benefits of increasing expectations, adaptations, and learning for those students.

84.023V and 84.324V
Research Institutes To Accelerate Learning for Children with Disabilities with Curricular & Instructional Interventions

Grant Number: H023V970008

REACH: Research Institute to Accelerate Content Learning through High Support for Students with Disabilities in Grades 4-8

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Beginning Date: 10/01/97
Ending Date: 9/30/02

Purpose: The Research Institute to Accelerate Content Learning through High Support for Students with Disabilities (REACH) is a collaborative project researching interventions that reflect high expectations, high content, and high support for students with disabilities. REACH will study complex interventions in standards-based curricula in mathematics, science, social studies, and language arts.

Method: Principal investigators will conduct research around issues of how interventions support students with disabilities, how they impact the learning of key concepts, and what professional supports for teachers are critical for successful curriculum implementation. Researchers in the project will design and pilot interventions, test their impact, and study the impact on student learning of varied implementation supports for teachers, helping to provide students with disabilities access to authentic tasks, strategies to meet the cognitive demands of the task, support for collaborative inquiry with peers, and opportunities for substantive conversations about "big ideas."

Products: REACH will develop a family of products to influence practice, including case studies of supported curriculum, and will disseminate findings and products within several national networks. With its community of researchers and educational leaders and its research program, REACH expects to accelerate content learning for students with disabilities and to contribute to their inclusion in standards-based reform.

Grant Number: H324V980001

Center to Accelerate Student Learning: CASL

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Beginning Date: 1/01/99
Ending Date: 12/31/03

Purpose: The Center on Accelerating Student Learning (CASL) will accelerate learning in the early grades for students with disabilities and provide a solid foundation for sustained learning through the intermediate grades and beyond. To accomplish this goal, CASL has four objectives: 1) to co-construct, with teachers, effective multi-component instructional interventions in reading, writing, and math, which focus on low- and higher-order skills as well as fluency, transfer, and maintenance; 2) to identify the critical classroom-setting features required for implementing innovative multi-component practices; 3) to develop a conceptual model that integrates a comprehensive instructional framework with classroom context necessary to support its implementation; and 4) to provide practitioners with logistical guidance, self-assessment tools, manuals, and videos for effecting that classroom context and implementing those comprehensive instructional practices.

Method: To accomplish this workscope, CASL brings together five investigators who will work within a common conceptual framework, rely on each other's instructional components to achieve greater comprehensiveness, and collaboratively build instructional methods to promote fluency, transfer, and maintenance. A strategic program of classroom research, with quantitative (descriptive and experimental) and qualitative studies has been designed. CASL will conduct this research across sites (New York City, suburban Maryland, urban Nashville, and rural Tennessee) representing diversity in terms of geography, student demographics, and school organizations. Project staff will collect, analyze, and communicate data on a range of variables, including student learning, contextual features, teachers, and parents. Students will be followed across years to assess the sustainability of effects. Collaboration will occur with content specialists, research institutes, communication specialists, and professional and advocacy organizations to ensure effective communication with diverse audiences. The project will also provide training and research opportunities for at least 11 graduate students, including those from traditionally underrepresented groups.

Products: CASL's work occurs in four strands, each of which span five years. In Strand I, numerous contextual and student variables in diverse classrooms will be studied to identify which contextual features support best practices and student learning. Annual replications will be conducted across sites. In Strand II, investigators will share effective instructional components to build more comprehensive methods and develop new approaches for promoting fluency, transfer, and maintenance. Each year, experimental studies exploring the effectiveness of added instructional features will be conducted. In Strand III, the project will produce a self-assessment for making classroom contexts more supportive; a self-assessment for specifying how to make instructional programs more comprehensive; a set of multi-component instructional methods in reading, writing, and math; a blueprint for helping teachers build more comprehensive methods on their own; manuals/videos with which practitioners learn to use the self-assessments, the instructional methods, and the blueprint; and research reports that are accessible to researchers, practitioners, and parents. In Strand IV, these products will be disseminated in ways that achieve broadest exposure and adoption.

84.024B
Model Demonstration Projects for Young Children with Disabilities

Grant Number: H024B960010

Developmental Access Through Primary Care: The DAP Care Model

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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The Developmental Access through Primary (DAP) Care uses primary health care as the springboard for a system designed to mediate the negative impact of poverty on young children with developmental disabilities. The DAP Care Model Demonstration Project will build on existing approaches to mental health services to create an effective system for serving young children with disabilities living in impoverished communities.

Method: The project will use a community-based primary health care setting for screening and referral for further evaluation for disabilities. It will develop and implement an effective and culturally competent family advocacy training component for low-income families; it will identify, recruit, and train a cadre of family and community leaders to participate in educational and recreational programs as a resource base for targeted children; and it will develop and implement a consultation component to increase the capacity of local service agencies to provide a continuum of intervention services in the natural environment for the young child with disabilities. The proposed project will benefit a wide range of individuals, including young children with disabilities, parents and other family members, and community-based agencies providing services to young children, including primary health care physicians. The DAP Care Model Demonstration Project will be developed at two sites in Southeast Washington, D.C.

Products: Through the development of a Community Infrastructure needs Assessment program, which will help identify a wide range of informal and formal supports for young children with disabilities, the base of support within the community will be expanded. A system of community-based health care providers will be developed that will screen all young children from Medicaid-eligible families for disabilities; a family advocacy component will support families by providing or referring them to needed services in the community; and a community service consultation component will increase the capacity of local service agencies to provide intervention services. The development of educational and recreational programs will create activities for children and families. The DAP Care Model can be replicated in other sites throughout the country and the results of the project disseminated to a wide range of audiences.

Grant Number: H024B960027

Development, Testing, And Dissemination Of Nonaversive Techniques For Working With Children With Autism: Demonstration Of A "Best Practices" Model For Parents And Teachers

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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: To develop, implement, evaluate, and disseminate approaches to prepare teachers and parents to intervene and teach children with autism.

Method: The demonstration model proposed incorporates procedures to assess project effects on a variety of outcome measures used in published research on young children with autism. Major goals of the project are to (a) develop a model program to train parents and educators in proactive strategies using both antecedents and consequences for teaching young children with autism; (b) field test the effects of the training program and evaluate changes in students outcomes as a function of enhanced skills of classroom personnel obtained during training; and (c) disseminate inservice preparation training materials regionally. These materials will be developed and field tested in the first year of the project. Years Two and Three present the potential for training over 100 professionals in Iowa through summer training institutes.

Products: Results of the project will be submitted for publication in professional journals of national organizations, and will also be disseminated through workshops held at state, regional, and national conferences. The training module will be validated using formative and summative evaluation, compared against previously published research that fails to account for regression effects and measurement error.

Grant Number: H024B960032

Project Ties—Towards Inclusion In Early Education

Project Director: Sluss, Dorothy
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Beginning Date: 12/15/96
Ending Date: 12/14/01

Purpose: The proposed TIES project will develop a model demonstration project for in-service training that will follow the curricular framework developed by NAEYC and will focus on interdisciplinary training for paraprofessional child care providers and early childhood educators to include young children in rural areas with disabilities in typical child care settings.

Method: The TIES model is a trainer-of-trainers model for professionals who will be presenting in-service training to paraprofessional child care providers. Eight training modules will be developed by an interdisciplinary team of trainers to provide trainees successively more sophisticated information and strategies related to inclusion.

Products: Child care providers and trainers will increase their knowledge regarding the different types of

disabilities displayed by children enrolling in their programs and better understand the children's special needs, which will allow them to: provide developmentally appropriate programs for integrating those children into a typical child care setting; build a foundation for understanding and measuring delayed and different development; provide a safer environment for the children; plan, organize, implement, and evaluate inclusive programs; better understand family and cultural concerns to interact with families and staff and work cooperatively with related service specialists.

Grant Number: H024B960034

Building Language And Literacy Skills During The Early Childhood Years: Preparing Children With Disabilities For Success In Early Elementary School

Project Director: van den Pol, Richard; Vincent, Lisbeth J
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Beginning Date: 11/01/96
Ending Date: 10/31/01

Purpose: To develop a model for fostering emerging literacy skills in young children with disabilities.

Method: This model will feature developmentally appropriate and culturally sensitive play, storytelling, and reading materials, with family support provided to encourage involvement in the early literacy activities of their children. Students currently served in the proposed sites come from primarily Native American and Anglo-European backgrounds, with staff reflecting these two cultures. The CO-TEACH Preschool at the University of Montana will serve as the first fully integrated preschool program, with the other at the Cherry Valley Elementary School in Polson, Montana on the Flathead Indian Reservation. Early childhood special education, Head Start, kindergarten, and first-and second-grade classrooms will serve as demonstration settings at this latter site. Further community involvement will be secured through cooperation with speech and language resource programs operated by the Confederated Salish-Kootenai Tribes on the reservation. After the development of appropriate support media and materials, data will be gathered on (1) child progress in language and literacy acquisition, (2) family involvement and satisfaction, (3) teacher judgment of the propriety and ease of use of early literacy activities and materials, and (4) attainment of project goals and objectives. During years one through three, 40 children and families will participate in early literacy activities. During years four and five, activities will continue at the original sites as well as two replication sites for at least 10 children each.

Products: This project will result in a model for fostering early language and literacy skills in young children with disabilities which will have been field-tested, refined, and replicated. This model will be family-centered, culturally sensitive, and developmentally appropriate. Media and print materials supporting model implementation in a variety of settings will be made available as well.

Grant Number: H024B960042

Project ACCESS: A Model For Capitated Early Intervention Transdisciplinary Habilitative Services

Project Director: Robinson, Cordelia C.
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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: To develop, implement and evaluate a model that delivers coordinated transdisciplinary, early intervention, habilitative services, and service coordination within a capitated early intervention habilitation program. Target population is children in the Metro Denver area birth to five years of age who are Part H eligible, and who are enrolled in Colorado Access (Medicaid HMO) and consequently receive their early intervention therapy services benefits through Colorado Access.

Method: The proposed system will be designed to hold providers accountable for integrating their interventions across disciplines (PT, OT, Speech) and settings (home, school, and recreation) around functional outcomes and health promotion. In this program the transdisciplinary habilitation team will operate under a capitated rate. Within that rate teams will have flexibility to design and implement services using instructional and consultative strategies which have been shown to be more effective and more compatible with family preferences, but which have not been reimbursable under fee-for-service Medicaid. Colorado Access will contract with the Children's Hospital of Denver and the University Affiliated Program of the University of Colorado Health Sciences Center to provide rehabilitation and therapy services on a capitated basis to eligible children and families.

Products: This project will provide data on the quality and effectiveness of care, integration of services, child outcomes, family satisfaction and costs under a capitated (compared to a fee-for-services) model of early intervention services. Project products will include documentation of standards of care, quality assurance criteria for all program components and documentation of processes for staff shifting focus to the capitated model.

Grant Number: H024B960056

Model Demonstration Project For Young Children With Disabilities

Project Director: Herwig, Julia
CESA 5
The Portage Project
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608-742-8814

Beginning Date: 9/01/96
Ending Date: 8/31/01

Purpose: To develop an interactional model for change that will increase the use of family-centered practices with the families of children with disabilities from birth through three years.

Method: The project will provide mentors to meet with service providers on a bimonthly basis over a three year period. Each provider will commit to spending at least 8 hours per month with a mentor, participating in both group and individual sessions involving reflection and dialogue around developed case scenarios, as well as case presentations from individual staff members describing issues they currently face in their work. The mentor will foster reflection and inquiry by the group, guide dialogue, and challenge existing mental models by filtering the issues through a broad range of interdisciplinary approaches. Specific training content will include but not be limited to: family systems theory, attachment theory, infant mental health literature, cross-cultural studies, protective factors, resiliency, coping, caregiver-child interaction literature, relationship-based intervention and

social support theory. The project will be implemented in three distinctly different service settings in South Central Wisconsin to determine if the interactive model of support for change will be applicable to a variety of program designs. An individual program plan will be developed from questionnaires, interviews and staff dialogue. Plans will be updated at least yearly. Three different programs will participate in this project, benefiting different populations. The "Bridges for Families" program will benefit 250 families, 17 service providers from numerous disciplines, and 20 university students per year. The "Birth to Three" program in Adams County will reach six families and four staff (including one program person and three hospital-based therapists) per year, and "Birth to Three" in Winnebago County will reach 283 families and 21 staff per year.

Products: This project will bring about interventionist change in attitudes, skills, and knowledge that foster increased use of family-centered practices, as well as change in families' perception of control and self-efficacy related to their caregiving capacity and their child's growth and development. Products and information will be developed that describe and support a process of professional change impacting the implementation of family-centered practices.

Grant Number: H024B960061

A Training and Consultation System for the Long-Distance Delivery of Family-Based Intensive Early Intervention to Young Children with Autism

Project Director: Risley, Todd
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Beginning Date: 1/01/97
Ending Date: 12/31/01

Purpose: To develop a training and consultation system for the long-distance delivery of family-based intensive early intervention (IEI) to young children with autism that can be implemented in rural areas of Alaska and other states.

Method: The goal of developing a system for long-distance delivery and training will be accomplished through the development of: comprehensive, exportable training manuals and videotapes for families, team leaders and volunteers; procedures for supporting local teams; a monitoring and tracking system; and instructional materials for other consultants. Year One of the project will be devoted to developing comprehensive training materials that may be used with or without the presence of a consultant or professional. In Years 2 and 3 the efficiency of the training and consultation system will be tested and routinely evaluated with four rural families in Alaska. If funding continues, Years 4 and 5 will be devoted to field tests with remote families in Montana and Idaho, in coordination with Montana and Idaho University Affiliated Programs.

Products: The end result of this project will be a system that will increase the availability of family-based IEI to young children with autism, regardless of their geographic locations. Dissemination of program activities will involve technical assistance, consultations, referrals, and word-of-mouth through other service providers. Project findings will be disseminated through publications, workshops, progress reports, and a Web page. The third level of dissemination will involve training in the training and consultation system of long-distance service delivery, potentially providing local school districts with the ability to deliver and adaptation of the in-home support system for about $12,000 per year.

Grant Number: H024B960120

Functional Problem Solving Skills For Children With Pervasive Developmental Disorders

Project Director: Rowland, Charity
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503-232-9154

Beginning Date: 5/05/97
Ending Date: 9/30/01

Purpose: To examine the cognitive development of children with Pervasive Developmental Disorders (PDD) as demonstrated through their relationships with objects and to develop instructional strategies for encouraging the development of functional interactions with the physical environment.

Method: This project will extend research and demonstration efforts of the "Hands On" Project (to conclude in September, 1996) to examine similar issues of cognitive development in children with deaf-blindness. Through this project, assessment and intervention strategies have been developed to help children who lack verbal skills and who are unable to process visual or auditory information to learn the problem solving skills necessary to function effectively and independently as they negotiate the physical environment. Instructional strategies will provide children with (a) generic skills that are necessary to solve problems that arise in the physical environment, (b) the motivation to attempt to solve problems as they arise, and (c) systematic problem solving experiences in a variety of generalization settings. These assessments and instructional techniques will be adapted to help teachers and parents address cognitive skill development in young children with PDD. Direct beneficiaries will include approximately 25 3-6 year-old children with PDD attending public schools and receiving services in and around Portland. Teachers, paraprofessionals, autism consultants and therapists will also benefit from training through the project and implementation of project programs.

Products: Training and assessment materials will be revised as needed prior to publication. A data-based technical article will be published summarizing major findings of the project, and final products will be reproduced in limited quantities and made available to interested organizations, professionals, families, and other funded projects.

Grant Number: H024B970042

Project Circle

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will demonstrate and disseminate a model World Wide Web site as the means to support, facilitate, and train service providers and families for participation in inclusive early childhood programs of high quality for children from birth through age 8.

Method: The Web site's multiple functions include showcasing exemplary programs; offering on-going technical assistance; offering direct access to information, resources, and materials, as well as links to other sites; and serving as a hub for collaboration among users. The project provides for the demonstration and dissemination of

strategies for training and supporting early childhood service providers and families for using the Web site as intended. Highly specific data will be collected via on-line data bases that offer insight into how the Web site is used.

Products: The main product is the Project Circle Web site itself. Other functions of the project will lead to generating state-of-the-art position papers, offering direct access to materials that can be downloaded, and the creation of portfolios for users which verify their use of the Web site.

Grant Number: H024B970063

Child Services Integration Project

Project Director: O'Donnell, Karen J.
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Medical Center
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919-684-0293

Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The Child Services Integration Project (CSIP) will develop, implement, evaluate, and disseminate a model for the integration of child special services with women's substance abuse treatment programs.

Method: The CSIP demonstration involves the identification of birth to 8-year-old children at the time of their mother's entry into a substance abuse treatment program. The children become child services clients, which makes treatment that is integrated with their mother's recovery the least restrictive service setting and also often the only setting in which the child has continuous access to special services. The CSIP model has two major components: intensive community liaison and advocacy, and a diagnostic center-based program, where the focus is the mother-child relationship, although the intervention will continue if and when the child changes caregivers.

Products: There are few intervention models designed specifically to address the special needs of children in families with substance abuse. These children are frequently lost to existing programs for tracking and intervention. The CSIP demonstration will improve the outcomes for these families through its intervention services and improvement of the mother-child relationship.

Grant Number: H024B970068

Project Respond: Responsive Services for Maltreated Preschool Children with Behavioral Problems or Developmental Delays

Project Director: Brown, William H.
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803-777-6582

Beginning Date: 12/01/97
Ending Date: 11/30/01

Purpose: Project RESPOND will develop, implement, replicate, and evaluate an ecologically based model of inclusive, early childhood special education for young children who have been maltreated and who have either

behavioral problems or developmental delays. Project personnel and community partners will provide well-coordinated and comprehensive early childhood special education, psychological, and social services to participating

preschool children and their families.

Method: Project RESPOND is composed of five interrelated program components. In the Inclusive Early Childhood Special Education component, participating children will be enrolled in public school preschool programs, and Individual Family Service Plans (IFSPs) will be developed and implemented by interdisciplinary teams. In the Family Support component, Individualized Family Support Plans will be developed by parents and appropriate team members and integrated into IFSPs. Psychological services will be provided on-site by team members when indicated by children's and parents' individual needs in the Preschool-based Psychological component. Interventions for enhancing children's peer-related social competence will be implemented in the Peer-related Social Competence component. Finally, in the Transition Services component, Individual Transition Plans will be developed and implemented for supporting transition to the next educational placement.

Products: Project RESPOND will be developed, implemented, replicated, and evaluated in preschool programs in an urban, a suburban, and a rural school system. Project personnel will disseminate information about the model locally, regionally, and nationally at conferences to help replicate inclusive preschool programs with a high level of interagency collaboration and coordination of services and supports.

Grant Number: H024B970071

Enterprise Zone-Preschool Inclusion Project: EZ-PIP

Project Director: Gold, Susan
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305-243-6624

Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will expand, implement, evaluate, and disseminate a model inclusionary program which will increase quality neighborhood child care for all children and provide children with disabilities and their families with expanded choices in four Enterprise Zones in the Miami area.

Method: EX-PIP will provide specialized training and mentoring to 120 center-based child care providers, representing 40 centers, as well as to 40 family child care providers. Linkages with Miami Dade Community College and existing community resources will be established and maintained to disseminate and share information and to identify underserved children with disabilities.

Products: Articles and presentations about the project model will be disseminated widely. In addition, an implementation manual that documents the EZ-PIP approach to serving children with disabilities in integrated settings will be available in both English and Spanish.

Grant Number: H024B970072

STORIES: Stories Told by Young Children with Disabilities, Observed and Fostered by Recipients in Inclusive Settings, as the Basis for a Model Program Promoting Early Literacy Skills That Is Culturally Sensitive

Project Director: Brown, Carole; Jervay-Pendergrass, Debra
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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The primary goal of this project is to develop a linguistically rich, culturally competent, story-based, early childhood intervention model that promotes language and early literacy in young children who have developmental disabilities or are at risk. It will increase parents' and caregivers' knowledge and understanding of early stories and their ability to foster language acquisition and early literacy in the children for whom they are caring.

Method: Using written and audio story journals, children, staff, and families will exchange stories about the children's experiences. Parents and caregivers will learn to observe, recognize, encourage, and foster children's efforts that may enhance language development. Special attention will be given to the unique characteristics of storytelling in different linguistic and cultural contexts, specifically African-American, Hispanic, and deaf.

Products: In addition to implementing and refining a model worthy of replication throughout the country, the project will develop training materials for day care caregivers and families for use in replication and dissemination activities and a videotape depicting key components of children's pre-narratives. A comprehensive training guide and large-scale dissemination of core project issues and findings is planned for Year 4.

Grant Number: H024B970075

Caring for Infants and Toddlers with Disabilities: New Roles for Nurses or CFIT-N

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will develop a replicable model of training that will prepare nurses and nurse practitioners for their roles as members of family-centered, community-based early intervention teams to ensure early identification of infants and toddlers and the integration of health care, developmental, and other services for these children and their families.

Method: The project will review and adapt the independent study manual developed by Child Development Resources, which has been used with measured success with over 600 physicians, to reflect the National Standards of Nursing Practice for Early Intervention Services. Panelists from the community will be trained by project staff to present information and engage participants in discussion during the introductory phase of the project and to provide for continued technical support during the final clinical application period of three to six months.

Products: Two major products to be generated by this project are an independent study manual and a set of five audiotapes on major competency areas, including child find, service coordination, assessment, IFSP, and transition. Dissemination information will be developed for use on a Website as well as through traditional print and presentation venues.

Grant Number: H024B970091

School-Based Preschool Programs for Children with Autism: Blending Approaches to Meet Individual Needs

Project Director: Schwartz, Ilene
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206-543-4011

Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will develop, implement, evaluate, disseminate, and replicate a program for young children with autism that is effective, sustainable, and acceptable to families and school district personnel.

Method: By blending the strengths of early childhood education, early childhood special education, and applied behavior analysis, the project will build on a school-based high quality education program and provide additional services, including extended instructional day, family support, staff training, systematic collaboration, planning for generalization, and transition planning. The core of the model features opportunities for interaction with peers, functional assessment, an appropriate curriculum, effective instructional strategies, and strategies to program for the generalization of behavior change.

Products: The project will create a comprehensive school program for young children with autism that is effective and appropriate for this population.

Grant Number: H024B990001

The Self-Determined Learning Model of Instruction for Early Elementary-Age Students

Project Director: Wehmeyer, Michael
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Beginning Date: 10/01/99
Ending Date: 9/30/01

Purpose: This project will develop, implement, evaluate, and nationally disseminate a model that will enable teachers of early elementary-age students with mental retardation and other cognitive and developmental disabilities to teach problem-solving and self-determination skills.

Method: The project will build on a teaching model, the Self-Determined Learning Model of Teaching, to develop a model of instruction to enable teachers of early elementary students with mental retardation and other disabilities to provide age appropriate instruction that teaches self-determination and problem solving.

Products: Specific products generated by the project are a Teacher's Guide and a Parent's Guide to the Self-Determined Learning Model for Elementary-Age Students;an introduction to instructional strategies; and additional information on self-determination.

84.024Q
Early Childhood Research Institute: Follow Through

Grant Number: H024Q970001

Early Childhood Follow-Through Research Institute

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Beginning Date: 2/01/97
Ending Date: 9/30/01

Purpose: To establish an early childhood research institute to develop, evaluate, and disseminate information and strategies for promoting the adoption of effective practices in early elementary education.

Method: During the first 20 months of the institute, studies will include national surveys of educators, detailed and extensive interviews with families representing different ethnic and economic backgrounds, working conferences of teachers and administrators, ethnographic observations of early elementary classrooms, and a review of systems change literature across disciplines and professions. Meanwhile, investigators will develop and validate measures of the use of early intervention practices in elementary schools, assessing family-centered practices, family involvement in elementary education, developmentally appropriate practices, individualization of service planning and implementation, and integrated service planning and delivery practices. These processes will result in a major document describing the process of systems change, the identified barriers, the recommendations for strategies to address those barriers, and measures for monitoring the use of the practices. During the third and fourth project years, studies will focus on strategies for assisting schools in addressing practices and barriers that have been identified, using teacher work groups to further adoption of these practices, changing the planning process to assist teams in developing and implementing more individualized educational programs for children with disabilities, and changing school practices to allow families to choose the levels of involvement they deem appropriate. Upon completion of these studies, findings will be synthesized into another report. Studies in the fifth project year will evaluate mechanics for disseminating the information gleaned in previous studies to relevant audiences.

Products: Findings from each study will be synthesized to provide comprehensive perspectives of the issues being studied. The ultimate outcome of the institute will be to provide families, educators, researchers, and other potential agents of change with information, strategies, and measures to promote the adoption of early intervention practices in elementary schools.

84.024S
Early Childhood Transitions Institute

Grant Number: H024S960006

Culturally And Linguistically Appropriate Services For Early Childhood (CLAS)

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Beginning Date: 1/01/97
Ending Date: 12/31/01

Purpose: To identify, evaluate and promote early intervention practices that are effective, appropriate and sensitive to children and families who diverge culturally or linguistically from the majority population.

Method: The goals of this institute are to collect, review and catalog materials and practices developed for families and children representing culturally and linguistically diverse populations, and to create, as needed, new materials (and translations of materials) to ensure that effective early intervention (birth through five years) practices are available to personnel serving these families and to the families themselves. It is anticipated that gaps may be identified where certain materials and practices may not have been field-tested with specific minority group populations, and that their effectiveness and propriety with these populations warrants further investigation. Recommended practices will be cross-referenced with four themes: Child Find/Assessment; Child Instruction; Family Services; and Personnel Training. The ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois, in conjunction with the ERIC Clearinghouse on Disabilities and Gifted Education at CEC, will assume responsibility for collecting, cataloging and reviewing existing materials as well as disseminating information about these materials and practices. Teams of reviewers and researchers along with Clearinghouse staff will review specific topical areas to evaluate the content of the materials and the extent to which the materials demonstrate cultural and linguistic acceptability for specific populations. Efforts toward collecting, cataloging and reviewing will be the focus of Years 1 and 2, but will continue throughout the following years as new materials and practices are identified. Materials and practices identified as requiring validation with different populations will be field-tested in Years 2-5. Gaps in practices and materials identified through the review process will be addressed through new research and development in these years as well.

Products: Dissemination will be an ongoing effort by the Institute in Years 2-5 using electronic media, as print and videotape, networks serving specific ethnic groups, and programs preparing service providers to work with diverse populations.

Grant Number: H024S960008

Early Childhood Research Institute On Increasing Learning Opportunities For Children Through Families

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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The goal of this Institute is to identify, develop, and evaluate strategies and approaches for increasing the number and intensity of home and community learning activities that parents, caregivers, and community members can use to promote and enhance the learning and development of young children with or at risk for disabilities.

Method: The goal will be accomplished by identifying the home routines and community settings that can serve as the context for learning and the instructional conditions that optimize learning opportunities and benefits associated with these opportunities. The Institute will include a series of survey, descriptive, and intervention (experimental) studies that lead to the development of procedures, methods, and materials which will be field-tested and disseminated in ways that lead to improved services. Studies will be conducted with children and families who differ according to geographic location, place of family residence, family socioeconomic background, family cultural background, and child disability. Investigators will engage in three lines of research: descriptive and comparative studies of kinds of home routines and community settings families and children experience; descriptive and experimental studies focusing on the use of existing home routines and community settings as the context for learning; and case studies and experimental investigations focusing on the development of home routines where they are minimally present or inconsistent and the development of community activities when they are limited or nonexistent.

Products: Institute products will include guides for determining natural learning opportunities in home and community settings, and strategies for implementing instructional practice in these contexts.

Grant Number: H024S960010

Early Childhood Research Institute On Program Performance Measures: A Growth And Development Approach

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612-624-6365

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: To engage in a five-year cycle of research, development, and dissemination to produce a comprehensive program performance measurement system for early intervention, preschool, and primary-grade programs serving children with disabilities from birth through eight years of age and their families.

Method: This Institute will produce growth and development measures for child and family outcomes that can be used with infants, toddlers, preschoolers, and primary-grade children. These growth and development

measures will be useful for describing the progress of individual children as well as groups of children (such as classrooms, programs, districts, or states). Furthermore, this system will include general child and family outcomes at each age, as well as sets of more specific outcomes for children and families representing identified subgroups (such as children with sensory impairments or children living in poverty). The Institute will also develop intervention-referenced assessment procedures that will guide parents, teachers, program leaders and administrators, and policy makers in making data-guided decisions to modify intervention services received by one child or group of children to further enhance growth and development.

Products: Results of all Institute activities will be fully and aggressively disseminated to multiple audiences (including parents and practitioners, administrators, policy makers, preservice trainers in early childhood education, and other researchers) through print products, electronic and multimedia means, and presentations to general public, professional, and research organizations. Additionally, Institute activities will be used to support the training of at least 8 graduate students each year, distributed throughout the project's three sites.

84.078A
Regional Programs for Children and Youth with Deafness

Grant Number: H078A960004

Northeast Region Technical Assistance Center (NETAC)

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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The proposed Northeast Region Technical Assistance Center (NETAC) will work with postsecondary educational institutions to develop, improve, and operate academic and vocational educational programs that are accessible to a diverse audience of individuals who are deaf or hard of hearing.

Method: The center will assess the technical assistance needs of postsecondary education institutions related to recruiting, enrolling, retraining, instructing, and serving students who are deaf or hard of hearing. It will provide consultation, inservice training, and planning to the institutions to enhance the access and accommodation of targeted individuals. The project will develop outreach strategies to enhance the awareness of available postsecondary opportunities and will make available awareness-training materials for administrators, faculty, and staff and disseminate information on proven models.

Products: The NETAC seeks to provide technical assistance to a broad range of postsecondary institutions in the Northeast to expand the array of educational opportunities available and accessible to students who are deaf or hard of hearing. In the case of institutions currently serving these students, the NETAC will work to improve those programs; in the case of institutions not serving them, the NETAC will work to develop programs collaboratively and economically. Through regional and national networks, the NETAC will coordinate and collaborate to improve and develop outreach strategies and to disseminate information about the educational opportunities that are available to deaf or hard-of-hearing individuals. This will allow for pooling of scarce financial resources and a rich pool of experience and expertise to best serve the needs of traditional and non-traditional students from underserved populations.

Grant Number: H078A960005

Midwest Postsecondary Center On Deafness

Project Director: Olson, Raymond
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Student Services Division
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612-221-1327

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The primary goal of the Midwest Center is to increase the career options and choices and to maximize the opportunities for success and leadership for individuals who are deaf or hard of hearing. It will encourage and support institutions in the region which have been serving deaf and hard-of-hearing students through collaborative and cooperative activities. Educational institutions where minimal or no services for deaf or hard-of-hearing students are available will be given preferential consideration for the development of such services.

Method: The Midwest Center incorporates four model elements: the Collaborative Coordinating Council, to determine the needs, directions, and innovations in effective service delivery and program evaluation; a scaffolding structure that includes a "train the trainer" model for ongoing human resource development; extensive use of innovative interactive technology; and curricula developed for academic enrichment, legislative mandates, and development of support services.

Products: The Midwest Postsecondary Center on Deafness will develop collaborative and cooperative ventures to establish a regional human resource development program for postsecondary institutions, disseminate information and materials through multiple mediums, including print, video, and electronic transmission, and cooperatively establish a nationally integrated system of services. Assistive technologies such as real time interactive visual systems, in addition to more traditional technologies, will be made available through the center.

Grant Number: H078A960007

The Postsecondary Education Consortium

Project Director: Ashmore, Donald
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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: Through this project, the Postsecondary Education Consortium (PEC). a consortium of community-based postsecondary programs serving those who are deaf or hard of hearing, intends to broaden its scope and include two strategies of outreach and technical assistance: program enhancement, which will acquire new information and services; and system enhancement, to reduce barriers to postsecondary education access and accommodation for individuals.

Method: Ten affiliate postsecondary education institutions will be expanded to 14 to involve every state and the Virgin Islands. PEC will also implement a system enhancement model to interact with the program enhancement model to promote capacity-building, technical assistance and outreach, and cross-regional coordination and collaboration.

Products: The expected impact of the project includes: increased access to postsecondary education with appropriate accommodations for students who are deaf or hard of hearing; increased resources for professionals and

other stakeholders who work with these students through local, state, regional, and national professional development activities; and increased collaboration and networking among groups.

Grant Number: H078A960008

Western Region Outreach Center And Consortia

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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The proposed Western Region Outreach Center and Consortia (WROCC) will provide technical assistance to postsecondary institutions currently serving students who are deaf or hard of hearing and to institutions who may at some time serve this population.

Method: The WROCC will establish a cooperative network among postsecondary institutions in the Western Region to address the outreach and technical assistance needs of postsecondary institutions serving deaf or hard-of-hearing individuals who wish to further their postsecondary education. It will develop and acquire training materials and provide consultation and training to personnel in those institutions and establish a resource base for information and referral.

Products: The project intends to provide outreach and technical assistance for the development and implementation of model postsecondary education programs for students who are deaf or hard of hearing. Human resources will be developed for policy makers, service providers, and consumers through regional and national conferences. The networks established by the program will allow for improved access and more effective accommodation in postsecondary educational programs and a seamless transition from secondary settings to postsecondary settings. Finally, it will give postsecondary program graduates marketable job skills for transition to the workplace.

84.158J
Research Institute on Secondary Education Services for Children and Youth with Disabilities

Grant Number: H158J970001

Research Institute on Secondary Education Services for Children and Youth with Disabilities

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Beginning Date: 10/01/97
Ending Date: 9/30/02

Purpose: The institute designed by this project will plan and conduct a five-year strategic program of research and dissemination to generate information on effective strategies for improving learning opportunities and results for the full range of students with disabilities in secondary school settings.

Method: Using a framework from a longitudinal study of successful school restructuring, five action research programs will be undertaken with teams of teacher-researchers in significantly restructured secondary schools where youth with disabilities are being served in regular or special classes. Field studies in urban, suburban, and rural action research schools will examine the effects of assessment on the design and delivery of integrated instruction and support strategies, parental and student engagement in standards-based initiatives, and career exploration and planning processes which produce high levels of achievement and postschool outcomes.

Products: Research synthesis papers, best practice briefs, and a Design Forum will be completed in the first year of the project to focus and prioritize the five research programs. A national network of dissemination and outreach partner organizations will assist in making the results of the studies widely available to parents, teachers, administrators, and policymakers.

84.221A
Native Hawaiian Special Education Project

Grant Number: H221A000002

Pihana Na Mamo: The Native Hawaiian Special Education Project

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Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: The project will continue to develop and expand its major components, which include the following: 1) Heluhelu: a direct instruction reading program targeting the development of key beginning reading skills in K-3 students and intensive interventions for upper elementary and secondary students falling below key reading benchmarks; 2) Kako'o: a pro-social and culturally appropriate support system for secondary students at-risk for school failure and drop-out; 3) Parent/Community Involvement: an outreach program to encourage and support the participation of parents and community members in the education of Hawaiian children and youth; and 4) curriculum and materials adaptations to meet the unique needs of Native Hawaiian students and their families.

Method: Key activities of the project include: 1) continued development of model reading and behavior support programs in project school sites; 2) ongoing delivery of staff development activities to support direct instruction reading programs and the use of pro-active, pro-social behavior supports; 3) development of parent/community linkages with schools; 4) adaptation of curriculum and materials that are culturally relevant to Native Hawaiian students and families; and 5) continued development and refinement of the project's data system on reading and behavior concerns.

Products: Overall expected outcomes and benefits of the project are: 1) improved reading scores of project students; 2) decreased school-wide referrals for disciplinary actions; 3) increased parental and community involvement and satisfaction with schools; 4) increased availability and use of culturally relevant materials and curricula; and 5) increased rate of graduation for project students. Persons benefiting from the project include: 1) over 5,000 students of Hawaiian and part-Hawaiian ancestry with special needs; 2) 500 regular and special education teachers each year; 3) 50 administrators; and 4) over 1,000 parents and community members each year.

84.237H
Developing Effective Secondary School-Based Practices for Youth with Serious Emotional Disturbance

Grant Number: H237H970016

Cognitive/Behavioral Apprenticeship: Validation of a Coordinated Instruction Program to Improve Educational Outcomes for Adolescents with SED

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Beginning Date: 8/01/97
Ending Date: 7/31/01

Purpose: The purpose of this research project is to conduct a series of interrelated investigations to determine the impact of providing intensive intervention to students with serious emotional disturbance (SED) during their middle or junior high school years through the transition into high school. It will also provide a highly coordinated intervention program that is coordinated across settings, teachers, and instructional interventions so that these students can be integrated into and maintained in the general education setting.

Method: The contention of this project is that all students, especially those with challenging disabilities, can best learn through continuous exposure to adults/peers who provide them with appropriate models in how to learn, how to respond, how to deal with stress and frustration, and how to solve problems. This project will develop an apprenticeship model, including both cognitive- and behavioral-based apprenticeships, to validate the intervention procedures.

Products: Project investigators will conduct a series of interrelated studies concerning each of the target components and develop case and longitudinal studies. Data on a variety of implementation, student outcome, and social validity measures will be collected. Multiple baseline and comparison group designs will be utilized to determine the effects of individual and combined interventions. The results of this project should provide educators with new ways of helping secondary students succeed within the general education curriculum.

Grant Number: H237H970033

Developing Effective Secondary School Based Practices for Use with Serious Emotional Disturbance

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The purpose of this model demonstration project is to improve the behavioral and educational outcomes of youth with serious emotional disturbance (SED) and those at risk for developing serious emotional disturbance. The proposed integrated support system model consists of four components centered around the strengths and needs of youth with SED and their families. These components include: interagency participation in strengths-based assessment and planning process; youth and family member participation in an informed-choice, decision making process; coordination of services around the integrated needs of the youth in school and in transitioning successfully to postsecondary and adult community environments after high school; and improvement of learning opportunities and results for youth.

Method: The model will be supported and tested through a "critical friend" framework that will develop a support system of school-wide and individual student teams. Interagency training and technical assistance will be provided to the teams and the system will be coordinated with other reform and system improvement initiatives and will include documentation, evaluation, and feedback.

Products: The model will be piloted and implemented first in one suburban high school in Honolulu and will then be replicated in two or more other high schools in rural and urban environments during the final two years of the project.

84.324B
Student-Initiated Research Projects

Grant Number: H324B000008

Videotaped Self-Modeling as a Technique for Training Preschoolers with Autism in Social-Communicative Functioning

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Beginning Date: 6/01/00
Ending Date: 5/31/01

Purpose: A relatively new genre of treatments for young children with autism that holds promise focuses on the use of videotaped self-modeling to teach new skills. The effectiveness of this technique will be explored in this study for training young children with autism in social-communicative functioning to promote learning and increase functioning in a variety of school, home, and community settings.

Method: The research project will use a multiple baseline design across three subjects and two settings with changing criterion to increase the mean length of student utterances and therefore enhance the students social-communicative functioning in a variety of settings. Data will be graphed and analyzed to show effectiveness of the technique.

Products: The successful use of this technique will provide a training tool that is economic and easy to use for training young children in both learning and life skills at a crucial stage of their development. A training model will be developed for use in both home and school settings.

Grant Number: H324B000011

A Comparison of American Indian and Non-American Indian Parental Involvement in the IEP Process: Perceived Needs for Involvement and Training

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Beginning Date: 8/01/00
Ending Date: 7/31/01

Purpose: This project will investigate, by means of a mail-questionnaire and telephone survey, the responses of American Indian and non-American Indian parents to the types and levels of involvement in the general

educational and Individual Education Program (IEP) processes, and the specific needs of these parents that would encourage their greater participation in the IEP process.

Method: Comparisons will be made using a t-test to statistically determine if significant differences exist between the group of American Indians and the group of non-American Indians in terms of their levels of participation and in their perception of needs for increased participation. Participants will be drawn from four geographical areas, in four cooperating school districts serving both American Indian and non-American Indian populations.

Products: Results of this study will create a knowledge base from which training programs can be designed to encourage greater American Indian parental participation. Additionally, the survey will also be useful to researchers and school administrators in their efforts to meet the needs of American Indian parents in school districts around the country. Results will be distributed to education coordinators, administrators, teachers, and parent participants. Outcomes will be disseminated to a variety of parent advocacy organizations and information centers and will be presented at local, state, and national education conferences.

Grant Number: H324B000013

Reading Behaviors of Parents to Develop Phonological Awareness in Preschool Children

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Beginning Date: 7/01/00
Ending Date: 6/30/01

Purpose: This project will determine the presence of parent behaviors with the potential to develop children's phonological awareness during joint book reading interactions. The project will also study how varying the text genre (narrative vs. rhyming/alliteration) can affect those parent behaviors, as well as any differences in the behaviors of parents of children with and without language impairments.

Method: The project will study parent-child dyads during periods of joint book reading. Participants will consist of children between the ages of 3 and 5 years and their parents. Forty children will be typically developing and 40 will have diagnosed language impairments. Stimuli will consist of two different types of texts, narrative and rhyming/alliterative, appropriate for preschool children. Videos of the sessions will be analyzed for frequency and type of parent behaviors, chosen from the literature. The data will be described and analyzed statistically to answer the research questions.

Products: Throughout the project and at its conclusion, findings will be disseminated to participating families and staff via personal correspondence and to teachers through the school district newsletter. Findings will also be disseminated through journal articles and at national conferences.

Grant Number: H324B000018

ACE (Accelerated Community Empowerment) Reading: The Effects of Parent/Community Partner Tutors and Video Self Modeling on Reading and Comprehension Skills in Children with Disabilities

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Beginning Date: 8/01/00
Ending Date: 7/31/01

Purpose: Failure to learn to read in early elementary grades results in poor academic outcomes and increased referrals to special education programs. This effect is magnified for students from cultural minorities. The purpose of this research project is to evaluate a parent tutoring and video self-modeling intervention on reading skills with students with specific learning disabilities in grades 1, 2, and 3. The research project is embedded within the Accelerated Community Empowerment (ACE) Reading program and will focus on five students who display problems in both reading fluency and comprehension skills.

Method: The intervention package has two major components: 1) a parent/community partner tutoring program and 2) an individualized video self-modeling program designed to increase reading fluency and comprehension. Phases of the design will include: 1) probe; 2) true baseline; 3) tutoring only; 4) tutoring plus video self-modeling; and 5) follow-up for maintenance and generalization. Technical assistance and tutoring training for two parents/community partners will be provided. A multiple probe design across behaviors with five students will be used to evaluate change (increase in reading fluency skills in words per minute and comprehension skills in percentage of accurate responses.) The tutors will follow a checklist of activities in each daily half-hour tutoring session and record each session on audiotape to create a permanent product. This audiotape will be used to check for procedural integrity. Tutors will also collect interobserver reliability data for each other on 30% of the sessions. Evaluations of the students will be conducted by the student investigator pre- and post-intervention. These evaluations will consist of standardized measures of cognitive ability (Kaufman Brief Intelligence Test), reading decoding and comprehension (Woodcock-Johnson-R), and classroom behavior (Achenbach Scale). Curriculum-based reading assessments, as well as self-report rating scales, will be conducted throughout the project to measure efficacy. At the end of the project, focus group interviews will be conducted with the students, teachers, parents, and tutors to measure consumer satisfaction.

Products: The findings of the project will be posted on the ACE Reading World Wide Web site and included in an application kit that features training videos and manuals. Results will be disseminated locally and nationally using traditional and technological methods including preparation of the final report, presentations at national conferences, and publication through professional journals.

Grant Number: H324B000022

Family Beliefs and Strategies for Friendship Socialization of Preschoolers with Special Needs

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Beginning Date: 9/01/00
Ending Date: 8/31/01

Purpose: As an extension of a larger ongoing study of friendships reported and observed in inclusive preschool classrooms, the study conducted by this project will examine the nature of friendship socialization roles and strategies used by parents of preschool children with and without special needs and the link between these practices and the friendships formed between children with and without special needs.

Method: Participants in this study will include four groups of families identified within the larger friendship study: ten families whose children with special needs have friendships with typically developing children, ten families of children with special needs who have friendships with other children with disabilities, five families with children with special needs who have no reported friendships with other children, and ten families with typically developing children who have friendships with other typically developing children. Data collection will involve semi-structured interviews, focus groups, and child and family background information. Data analysis will occur at the individual family level, and within and between groups. Content and cultural model analyses will be used to identify the beliefs, strategies, and underlying assumptions that families use in the socialization of their child with special needs.

Products: Data from this study will add to knowledge and theory about family roles in child friendship socialization and help improve collaborative work with families to increase positive social relationships for children with special needs.

Grant Number: H324B000025

A Study of Moral Reasoning of 3rd, 4th, and 5th Grade Students with Emotional/Behavioral Disorders

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Beginning Date: 8/01/00
Ending Date: 7/31/01

Purpose: This project will employ a cognitive-developmental approach to the study of moral reasoning in 3rd, 4th, and 5th grade students with emotional/behavioral disorders (EBD). The cognitive-developmental approach posits that children construct morality from their own mental and physical actions and that as they grow older their moral reasoning changes in a systematic way.

Method: Using both quantitative and qualitative research methods, the project will collect data to determine the following: 1) will 3rd, 4th, and 5th grade students with EBD demonstrate developmental differences on a

standardized test of moral reasoning when compared with their typical peers?; 2) will variables (i.e., gender, race, and socioeconomic status, I.Q., and age) other than EBD relate significantly to the developmental level of moral reasoning?; 3) will the level of moral reasoning in 3rd, 4th, and 5th grade students with EBD differ from that of their typical peers when responding to moral dilemmas posed by a researcher?; and 4) will the content (e.g., values, norms) of responses given by 3rd, 4th, and 5th grade students with EBD differ from that of their typical peers when responding to moral dilemmas posed by a research?

Products: This study will extend existing knowledge by providing information about the developmental course of moral reasoning, the influence of culture on its development, and the relationship between disordered behavior and moral reasoning. Since researchers examining children's moral reasoning have not typically included students with disordered behavior, this project presents an opportunity to contribute to the development and advancement of theory, as well as to the knowledge and practices of appropriate educational services for students with EBD.

Grant Number: H324B000029

Project BRIDGE: Building Research into Directed Gains for Education

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Beginning Date: 10/01/00
Ending Date: 9/30/01

Purpose: There is a discrepancy between: 1) the requirements of the 1997 reauthorization of the Individuals with Disabilities Education Act, which called for the use of positive behavioral supports/interventions and functional behavioral assessment to help meet the needs of students with disabilities who exhibit behavior problems, and 2) the degree to which schools are successfully meeting these mandates. This project will address this discrepancy by exploring the potential reasons or factors that affect successful implementation of positive behavioral support and functional behavioral assessment.

Method: The project will consist of three primary activities: 1) survey of the factors influencing successful implementation of Positive Behavioral Intervention and Support (PBIS) and Functional Behavioral Assessment (FBA); 2) case-study interviews and observations at four elementary schools; and 3) development of recommendations for educational practice and dissemination products. A multiple-case research design will be used to evaluate and understand the inherent differences among the four case-study schools. Selection of this method will allow for both quantitative and qualitative study of the schools. Further, this method will aid the development of theory to explain why some schools experience greater success implementing PBIS and FBA. The following five factors have been identified for evaluation as potential indicators of school success: 1) administrative support, 2) technical support, 3) collegial support, 4) family involvement, and 5) perceived ease of implementing PBS and FBA.

Products: The project will answer the following questions: 1) What processes and practices are required to give schools the capacity to use positive behavioral supports and functional behavioral assessments for students with behavioral needs?; 2) What can be done to help schools do a better job for students with behavioral needs?; 3) How do we know when a school has been successful in establishing positive behavioral supports and functional behavioral assessments for students with behavioral needs?; and 4) Why do some schools successfully implement these practices while other schools struggle to comply?. Results will be presented to an expert panel of teachers, parents, administrators, and individuals with disabilities for their feedback on the outcomes of the study. Their feedback will help guide dissemination of the study's findings.

Grant Number: H324B000038

Effects of Web-Based Coaching on Curriculum-Based Intervention by Speech-Language Pathologists

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Beginning Date: 7/01/00
Ending Date: 6/30/01

Purpose: This research project will investigate the effects of providing technical assistance following in-service training via the World Wide Web. The study will determine if speech-language pathologists' skills in writing curriculum-based objectives are enhanced through the use of peer coaching provided through chat rooms and a World Wide Web site. Additional goals include determining the effects of the follow-up assistance on teachers' perceptions of the speech-language pathologist's role and the participants' acceptance of Internet-based follow-up assistance.

Method: Twelve speech-language pathologists who provide language intervention through a collaborative model in the elementary grades will be trained to write curriculum-based objectives during a three-day in-service. Follow-up assistance will be provided through a World Wide Web site and chat-room discussions. Triads will communicate electronically at least biweekly for six months. Additional support will be provided through a World Wide Web site maintained by the investigator. Effects of the intervention will be assessed using a multiple baseline design across triads. Pre- and post-surveys will be used to assess teacher perceptions and participant acceptance of the intervention.

Products: Peer coaching is expected to result in continuous improvement in the quality of curriculum-based objectives developed and thus impact the quality of education provided to children with disabilities. Capitalizing on modern technology may provide an effective and viable means of providing follow-up assistance.

Grant Number: H324B000044

Social Integration of Transition Aged Students and Adults in Competitive Workplaces: Why Just Being There Isn't Enough

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Beginning Date: 9/01/00
Ending Date: 8/31/01

Purpose: A common criticism of supported employment is that while many people with disabilities are achieving physical integration in community work settings, they remain socially segregated from their coworkers. One strategy for promoting social inclusion is to structure work relationships in a manner that facilitates positive social relationships (i.e., friendships) between supported employees and their nondisabled coworkers. The purpose of this investigation is to explore how the structure of work relationships impacts the social integration of supported employees.

Method: To investigate the relationship between workplace relationship structures and social integration, survey instruments will be developed and distributed to 250 supported employees, their employment specialists, and their coworkers. The supported employees in this study will include transition-aged youths with disabilities as well as adults in supported employment programs. The study's methodology is based on the contact hypothesis, which posits that personal contact with members of a negatively stereotyped group (e.g., people with disabilities) leads to improved attitudes toward the group if certain qualifying conditions are met.

Products: The study will produce information about the personal relationships between supported employees and their coworkers by surveying the supported employees and their coworkers.

Grant Number: H324B000052

Project RISC: Development of Reliable Indicators of Social Competence

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Beginning Date: 10/01/00
Ending Date: 9/30/01

Purpose: This project will design an assessment tool to predict which intervention strategies will prove effective for individual students with disabilities experiencing social difficulties and to provide frequent student progress data on socially important outcomes in response to the interventions designed for these students. These data would alert school professionals as to when programs need to be modified to produce faster rates of progress, and for parents of students with disabilities they would provide data-based assurances that the programs used are actually meeting individual students' needs.

Method: The assessment tool to be designed by this project will be suitable for repeated measurement of student progress in grades 1 through 3 and will measure behaviors with empirical relations to judgments of social competence in the critical school tasks of receiving instruction, practicing academic skills, and developing positive relations with peers. Success in these tasks predicts strong academic achievement and access to social support throughout the life cycle.

Products: The final products of the project will include a tool for assessing student progress in the area of social competence, complete with reliability and validity data; a Website describing the results of the study, uses of the assessment tool, and suggestions for continued research on the tool; and dissemination of the results to professionals and parents.

Grant Number: H324B000055

The Use of Ecobehavioral Analysis to Identify the Critical Behavior Variables in Two Types of Residential Classrooms for Students Who Are Deaf

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Beginning Date: 9/01/00
Ending Date: 8/31/01

Purpose: This descriptive study will capture, describe, and compare individual student and teacher behaviors within the context of the residential secondary school classroom environments of a self-contained, behavioral intervention classroom, and the residential "general education" classrooms to which students from the behavior program will ultimately transition.

Method: This study will be accomplished through the use of EcoBehavioral Analysis computerized observational assessment System Software (EBASS), an observational assessment software product developed and validated by the Juniper Gardens Children's Project. This project has the potential to contribute to knowledge and practice by 1) serving as a first step in the identification of and description of the relationship between classroom instructional processes with typically developing deaf students and those exhibiting chronic behavior problems, and 2) identifying variables critical for evaluation and validation of interventions with deaf students who have chronic behavior problems.

Products: Information about the specific environments and how they affect student behavior can point the direction for empirically based intervention plans and environmental designs, to both assist students as they transition from a more restrictive environment to a less restrictive environment and to prevent a student's removal from a general education classroom.

Grant Number: H324B000061

Implementing Conjoint Behavioral Consultation with Hispanic Parents: A Study of Effectiveness, Integrity, and Acceptability

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Beginning Date: 9/01/00
Ending Date: 8/31/01

Purpose: This study will examine the effectiveness, integrity, and acceptability of Conjoint Behavioral Consultation (CBC) with families and teachers of Hispanic children at risk for behavioral problems.

Method: CBC offers an alternative to traditional practices by encouraging collaboration of parents and school personnel while gathering information from multiple sources and across varied settings when considering a child's needs. Parity of family and school participants acknowledges cultural norms and values and linguistic attributes of the Hispanic families without relying on stereotypes, thus lending support for enhanced treatment

generalization and integrity, as well as stronger acceptability by participants. Families and teachers of ten Hispanic children ages 4 to 8 will participate in this research project. A single case replicated AB [baseline (A), treatment (B)] design will be used. Data (e.g., observations, ratings) will be collected and analyzed regarding treatment effectiveness, integrity, and acceptability.

Products: This project will implement and assess an intervention that systematically takes into consideration the unique cultural and language characteristics of the Hispanic family when attempting to resolve their children's difficulties within the public school setting. The project results will contribute to knowledge and understanding of multicultural issues pertaining to the home-school relationship and to the repertoire of service delivery models available to those educators charged with the responsibility of providing a free and appropriate public education to all students.

Grant Number: H324B000064

Project Stepping Stone: Developing Critical Reading Skills for Children at Risk of Reading Disability during the Summer between Kindergarten and First Grade

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Beginning Date: 1/01/01
Ending Date: 12/31/01

Purpose: This project will examine the kinds of reading experiences that are necessary for children at risk of reading disability to continue developing critical reading skills between kindergarten and first grade.

Method: The project will examine the type of reading experience necessary to enable children at risk of reading disability to enter first grade prepared to benefit from classroom reading instruction. Children who have yet to establish critical pre-reading skills by the end of kindergarten will be randomly assigned to one of two six-week summer reading interventions focusing on pre-reading activities related to the key skills of phonological awareness and alphabetic understanding. The goal of these activities will be to determine the intensity of instruction needed to prepare children for first grade while also considering the feasibility and ease of implementation of different summer reading interventions.

Products: Project Stepping Stone will contribute to the knowledge regarding the issue of children at risk of reading disability during the summer between kindergarten and first grade, and it will help to extend understanding of ways in which educators and parents can work to ensure that children enter first grade with the best chance of becoming successful readers.

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Grant Number: H324B000066

A Qualitative Analysis of the Nature of Participation of Adolescent Mothers of Children with Disabilities on Their Child's Early Intervention Team

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Beginning Date: 9/01/00
Ending Date: 8/31/01

Purpose: This study will examine the perspectives of adolescent mothers regarding collaboration in early intervention. The study will critically analyze the nature of participation of adolescent mothers of children with disabilities as well as their child's service providers on early intervention teams.

Method: The first objective is to conduct a qualitative study that will involve in-depth interviews with adolescent mothers and service coordinators in addition to observations of their interactions and an analysis of pertinent documents. The second objective is to analyze the findings, and the third objective is to disseminate the findings at the local, state, and national levels. Specifically, the study is intended to analyze the following: 1) How do adolescent mothers view their own role, as well as the roles of service providers on the early intervention team?; 2) How do the other team members view their own role on the early intervention team when the mother is an adolescent?; 3) How is the concept of collaboration understood by the mothers and service providers?; and 4) How are these perceptions of collaboration demonstrated in the interactions? The student investigator will utilize various qualitative research methods in order to explore the phenomenological occurrences that may or may not exist in the early intervention teaming efforts amongst adolescent mothers of children with disabilities and their child's service providers. The research methodologies include the following: 1) open-ended as well as semi-structured interviews, which will be conducted with the adolescent mothers, the primary service providers, and administrators; 2) observations of team interactions, including meetings regarding programming as well as service provision sessions; and 3) a document analysis of each family's Individualized Family Service Plan (IFSP).

Products: Dissemination of the results of this project will be achieved at a local and national level through presentations at national conferences and by submission of findings to either "Topics in Early Childhood Special Education" or "Exceptional Children." In-service training will also be developed.

Grant Number: H324B000072

The Implementation of Technology and Research-Based Strategies to Facilitate Content Learning

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Beginning Date: 7/01/00
Ending Date: 6/30/01

Purpose: The project staff will design, develop, and implement project-based instructional units using computer-assisted instruction (CAI) and research-based strategies. This project is intended to improve academic

performance and facilitate content learning in high-school social studies classes.

Method: The project will design research-based instructional practices and technology to meet the needs of high-school students with disabilities and their teachers. In addition to the use of computer-assisted instruction and strategy instruction, the project will use peer mediation, comprehension-fostering strategies, and content enhancements. Eight high-school classrooms will be randomly assigned to either the experimental treatment of technology and research-based strategies or traditional instruction.

Products: This model will potentially increase content learning for students with disabilities in secondary school classes; improve school grades, competency scores, and postsecondary opportunities; and enhance the quality of life for individuals with disabilities. Dissemination activities will include written products and conference presentations at local, state, and national professional conferences.

Grant Number: H324B000075

Generalization of the Effects of Functional Communication Training: Designing Effective Interventions for Problem Behavior in Multiple Settings

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Beginning Date: 10/01/00
Ending Date: 9/30/01

Purpose: The project will examine an efficient procedure for obtaining generalized reduction of dangerous and destructive behavior by students with severe disabilities.

Method: Behaviors such as aggression, property destruction, self-injury, and disruption pose a major barrier to the education and inclusion of students with disabilities. Functional communication training (FCT) is a type of positive behavior support procedure which has been found to be a powerful intervention for decreasing problem behavior. This research project will expand the knowledge of FCT by looking at generalization of the intervention effects. Specifically, the project will implement FCT in one environment, and generalize the effects of the intervention to other environments by placing problem behaviors in those settings on extinction (ignoring). Students will be included in the study if they have problem behaviors in multiple settings and their problem behavior serves a communicative function. There are two steps to the intervention procedures. First, a functional assessment will be conducted to determine the function of the problem behavior. Second, teachers will conduct FCT to teach a communicative response that serves the same function as the problem behavior. Functional communication training will occur in one context and once problem behavior is reduced in that setting, extinction (i.e., ignoring problem behavior) will be used to reduce problem behavior in subsequent settings. A multiple baseline design across subjects will be implemented to study the effects of FCT. Frequency of problem behavior and frequency of communicative responses will be recorded both during baseline and intervention. Intervention effectiveness will be evaluated using visual inspection and social validity measures.

Products: Overall, this project will provide school personnel with more efficient and effective ways of intervening in multiple environments with students with severe disabilities. The results of this project will also generalize to other populations of students who have problem behavior in multiple settings.

Grant Number: H324B000078

O.R.C.A.S. — Onset Recognition Computerized Assessment System for Prediction and Prevention of Reading Failure

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Beginning Date: 10/01/00
Ending Date: 9/30/01

Purpose: This project will focus on prevention of reading failure by conducting a validation study of a computerized assessment tool.

Method: The Onset Recognition Computerized Assessment System (ORCAS), a computerized measure of phonological awareness, will enable teachers to administer phonological awareness "wellness checkups" to students with virtually no interruption to teaching. This tool was developed to measure pre-literacy skills. It will facilitate early identification of risk factors with direct implications for instruction.

Products: Use of a computer to perform this assessment will maximize efficiency in administration and effectiveness in scoring and interpretation of results.

84.324G
Integrating the Science of Early Childhood Development

Grant Number: H324G990001

Integrating the Science of Early Childhood Development

Project Director: LaPlante, Rebecca
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Beginning Date: 8/01/99
Ending Date: 7/31/01

Purpose: This project consists of a series of interagency study workshops that will define the scientific knowledge base for child development in the infant, toddler, and preschool years. It will delineate the implications for public education focused on parenting and family support and develop an integrated research agenda to advance the science of early intervention and the applied science of healthy development for all young children.

Method: To conduct this study, the National Research Council has formed a committee, titled the Committee on Integrating the Science of Early Childhood Development. The committee is composed of members who represent a range of relevant fields of expertise, including developmental psychology, psycholinguistics, neurobiology, early childhood and special education, pediatrics, child psychiatry, child care, public health, and family systems. A special effort has been made to include experts familiar with different ethnic and racial groups. The study committee will meet six times during the 24-month study period. Two two-day workshops are being organized to facilitate the committee's work. The first workshop, "The Basic Science of Early Childhood Development," will bring together distinguished scholars from the biological, medical, and social sciences to focus on the frontiers of each discipline and the basis for cross-disciplinary integration of existing knowledge. The second workshop, "The Science of Early Childhood Intervention," will examine the implications of research on early childhood interventions for parents, pediatricians, early care providers, and others with responsibility for facilitating varying aspects of early childhood development. This workshop will be organized around commissioned papers/presentations by researcher-practitioner pairs.

Products: The study will publish reports that will serve as the next steps in research on early childhood development and will be directed to a wide-ranging audience, including researchers; federal, state, and local agencies that oversee early childhood services; early childhood professionals; and families.

84.324H
National Center on Accessing the General Curriculum

Grant Number: H324H990004

National Center on Accessing the General Curriculum

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Beginning Date: 12/01/99
Ending Date: 11/30/04

Purpose: The purpose of the National Center on Accessing the General Curriculum is to confront significant challenges children with disabilities face daily, such as curricula with inherit barriers to their learning, teachers who lack strategies for helping them overcome the barriers, policies that inadvertently provide disincentives for finding truly viable solutions, and a general population that sees their interests as being in conflict with those of regular education students.

Method: To meet these challenges, this project will create an organization of partners connected to each other and to an extensive network of consumers and stakeholders by modern tools and common concerns. The partners in the IDEA Network are as follows: Harvard Children's Initiative/Harvard Law School, for its expertise in policy analysis and development; Boston College Department of Teacher Education, Special Education, Curriculum and Instruction for its expertise in integrating best practices in regular and special education; Center for Applied Special Technology (CAST) for its expertise in curricular adaptation and universal design for learning; and the Council for Exceptional Children for its expertise in supporting professionals, parents, and children with disabilities. Using a World Wide Web-based network infrastructure, the partners will jointly develop an inclusive community of educators—linked with parents, students, and advocates—all contributing to, and benefiting from, a continuous growing, universally designed database of ideas, information, models, and strategies for optimizing access to the general curriculum.

Products: The World Wide Web-based infrastructure for this IDEA Network—called the centerNET—will serve both as the means of the Network's operation and eventually as its content.

84.324J
Center for Students with Disabilities Involved with and At Risk of Involvement with the Juvenile Justice System

Grant Number: H324J990003

National Center on Education, Disability, and Juvenile Justice

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Beginning Date: 9/01/99
Ending Date: 8/31/04

Purpose: The National Center on Education, Disability, and Juvenile Justice (NCEDJJ) is a collaborative research, training, technical assistance, and dissemination program designed to understand and develop more effective responses to the needs of youth with disabilities in the juvenile justice system or those who are at risk for involvement with the system.

Method: A collaborative effort involving faculty and staff from various educational institutions and agencies, the NCEDJJ has a team of advocates, practitioners, and scholars who will work as resource fellows and consultants. The research, training, and technical assistance activities of the NCEDJJ will involve school and community-based prevention activities, education programs in juvenile correction settings, and transition activities as youth leave juvenile corrections and reenter their communities.

Products: During the five years of the grant, the NCEDJJ will provide eight regional forums, three "training of trainers" workshops, a national teleconference, a national forum, and at least ten presentations at national, regional, and local meetings. Through its meetings and presentations, technical assistance, research and evaluation activities, and publication and dissemination, the Center will work to change the perceptions and understanding about youth with disabilities in communities and in the juvenile justice system. Through its network of practitioners, administrators, and policy makers, the NCEDJJ will help shape more effective and appropriate responses and accommodations for youth with disabilities.

84.324L
Research and Training Center in Service Coordination for Part C of IDEA

Grant Number: H324L990002

Research and Training Center in Service Coordination

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Beginning Date: 12/01/99
Ending Date: 11/30/04

Purpose: This center will use both quantitative and qualitative methods to conduct a series of descriptive and intervention (experimental) studies that lead to the development of promising practices in the provision of effective service coordination to enhance the implementation of Part C of the Individuals with Disabilities Education Act (IDEA).

Method: The center is a partnership of three primary agencies: University of Connecticut Health Center; University of North Carolina, Chapel Hill; and the Federation of Children with Special Needs. There will be three strands of activities for the center: families, service providers, and system administration. The interrelated strands are separate components and formulate the six objectives of this program: 1) describe current models of service coordination across the nation; 2) identify the outcomes of effective service coordination; 3) describe recommended practices in effective service coordination; 4) measure effective and accessible service coordination through the use of new methodology and use of existing tools; 5) validate components and practices needed for effective service coordination; and 6) disseminate information about the center's activities and products. The center will utilize both national samples and state-specific sites in order to meet these objectives. The groups studied will differ according to the following characteristics: 1) geographic location throughout the United States; 2) place of family residence (urban, suburban, rural); 3) family socioeconomic background; 4) family structure; 5) family cultural backgrounds and ethnicity; 6) child disability and severity of developmental delay; and 7) state system.

Products: Administrators and policy makers will receive detailed information through the project's development of service coordination typologies to guide revision of their selected service coordination model (if warranted), their personnel policies (credentialing and personnel development plans), and their approach to funding. Federal policy makers and state legislators will be able to use the information in the following ways: 1) to identify policy barriers at the federal level and strategies to address those barriers; 2) to identify needed policy changes; and 3) to identify areas that need additional scrutiny. The project will assist participants to develop their skills through the creation of learning communities which will be useful for preservice and inservice training as determined through State Comprehensive Systems of Personnel Development (CSPD). Through this project's effort, personnel developers will be able to develop training programs designed to individualize training. The center's data will be used to assist personnel developers in identifying successful strategies to use with individuals with diverse skill profiles.

84.324M
Model Demonstration Projects for Children with Disabilities

Grant Number: H324M980014

Assistive Technology Training ONLINE Project

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: This project will develop, implement, evaluate, and disseminate a model program that will address the diverse, multilevel needs for assistive technology (AT) training, by exploring the potential of World Wide Web-based instruction to create virtual workshops. The training model will focus on the use of adapted computer technology to facilitate the educational process and inclusion strategies for students with disabilities in inclusive elementary (K-5) classrooms. By combining proven training materials with the interactive and interconnective properties of the Internet, the project staff will address the deficiencies associated with traditional AT training workshops and improve training access and application.

Method: This project addresses four objectives focusing on curriculum development activities and examination of the model's impact on members of individualized education program (IEP) teams, families, and student outcomes. Project objectives will be supported by the participation of national AT experts as well as input from members of IEP teams, including parents, from four local school districts. With this emphasis on the use of assistive technology to support student educational performance in inclusive elementary education environments, the Assistive Training ONLINE Project can make a difference for students with disabilities, their families, other IEP team members, and paraprofessionals across the nation.

Products: By the end of Year 4, a comprehensive set of training materials will be developed, implemented, and evaluated as to their quality and appropriateness. Upon final revision, the training materials will be made available in other formats for wider distribution and use. The project will have a CD-ROM and/or DVD version available as well as paper copies with slide and video illustrations. Project activities as well as applications and strategies found to be most effective in using adapted computer strategies to promote the inclusion of elementary students with disabilities will be disseminated through the World Wide Web site and documented in written reports. Articles describing the project and trainee and student outcomes will be submitted to family and professional journals and magazines. Findings of the project will also be disseminated through presentations at state and national conferences.

Grant Number: H324M980031

Supporting Children with Autism in Natural Settings

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Supporting Children with Autism in Natural Settings (SCANS) is designed to provide the field with a measurable and replicable model to increase the capacity of school districts to effectively educate students with autism in typical educational environments, using the practices consistent with the unique needs of these students.

Method: The model components of the project that will be field-tested in six schools are the following: 1) the development of an intensive, interdisciplinary assessment of children with autism to evaluate communication, cognitive style, social skills, behavior, sensorimotor issues, and family priorities; the assessment will result in an individualized education program; 2) provision of competency-based state-of-the-art training for school personnel, families, and community support providers that reflects information gained from student assessments and needs assessments completed by schools and families; 3) high quality, on-going technical assistance to schools to develop capacity and facilitate the effective implementation of new knowledge and skills; and 4) a model of family support and collaboration that involves families as partners in all aspects of assessment and training.

Products: An intensive, interdisciplinary, week-long Summer Institute on Autism will be developed with national experts modeling an integrated, instructional approach. A monograph and video of instructional strategies for educating students with autism in typical classrooms, two book chapters, a refereed journal article, and a video that depicts and describes the successful implementation of the model components will be produced and disseminated.

Grant Number: H324M980032

Bringing It All Back Home: Family-Driven Assessment and Intervention for Children Who Are Deaf-Blind

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will build on existing research and demonstration efforts to develop a family-driven approach to assessment, intervention, and transition that will empower families to recognize the competencies of their own children and to structure naturally occurring home-based and community-based activities to promote skill development on the part of their children who are deaf-blind.

Method: This project, which targets children aged three to twelve years who are deaf-blind, will involve parents as partners in model and product development and in field testing efforts. The project staff have developed assessment instruments designed for parents to administer in the home to assess cognitive development and communicative development. These instruments will form the foundation for an approach that will involve

parents as the repository of knowledge about their children's skills, their needs, and the daily activities in which new skills may be developed. Ultimately, the project will produce a set of materials designed by and for parents to evaluate their children, to establish intervention priorities for home and community, to advocate for appropriate intervention at school, and to ensure successful transitions from one school or classroom to another in the first few years of school.

Products: Final products will include packets of printed materials related to assessment, intervention, and transition as well as a 15-minute videotape illustrating exemplary home-based interventions. Each product will be evaluated by parent consultants, field test families, and advisory board members using satisfaction/utility scales to be developed by project staff. Final products will be submitted to commercial publishers for possible publication.

Grant Number: H324M980053

Demonstrating Success: Students with Disabilities in Secondary Education

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of this project is to demonstrate the effectiveness of a model based on an outcome-oriented framework with an innovative planning component. The planning component includes a customized case management system with an electronic version of an Individualized Education Program (IEP) that will facilitate student involvement in general education.

Method: The model offers an efficient way to support students as they lead their IEP process, to show students the relevance of school to their goals and post-school outcomes, to demonstrate that students can achieve their goals and obtain high standards through access to the general education curriculum, to facilitate collaboration among general and special educators in the planning and implementation of student-led IEPs, to encourage the use of instructional practices associated with desired outcomes across five domains, and to measure progress toward student goals.

Products: The project will develop, field test, and evaluate an instructional inservice training package designed to assist local teams with model implementation. In addition to the project's dissemination of materials such as flyers, newsletters, and reports, the project will use the network of collaborators within technical assistance centers to disseminate findings through their dissemination and technical assistance approaches.

Grant Number: H324M980060

Enhancing Peer Relationships in Natural Environments in Urban Communities (Early Intervention and Early Childhood)

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The purpose of this demonstration project is to increase access to activities in natural environments in the community for children age birth to three who are receiving early intervention because they have developmental delays or are at risk for a disability. The Individual Family Service Plan (IFSP) process will be used to both embed a social competence curriculum and to identify community activities for learning about peer relationships. The curriculum is designed to be implemented in natural environments including the home, to ensure family participation, and community settings in which typical children participate. The quality and effectiveness of early intervention will be enhanced through the IFSP process and the social competence curriculum framework, which will focus on facilitating peer relationships.

Method: A community mapping process will be used to identify and expand the type and number of activities and settings available for participation by infants and toddlers with disabilities and their families. Training on project content and methodology (curriculum and home and community activities) will be provided to families, early interventionists, and community program staff. Additionally, policies will be developed to guide the use and effectiveness of natural environments in early intervention in collaboration with the statewide Part C system and the Interagency Coordinating Council. An added focus of this project will be the challenge of identifying, expanding, and evaluating natural environments in urban communities: Hartford, Connecticut, for the first two years and two additional Connecticut urban communities, with Latino populations in the majority, during the last two years. Project staff will include a bilingual parent of a child with disabilities. A multidimensional evaluation plan will measure project effects on children, families, service providers, programs (including cost), and communities.

Products: A total of 180 children and families will be served through the project. Dissemination of project findings will occur through statewide meetings, national presentations, written and electronic program descriptions, training materials and policy alerts, articles in peer reviewed journals, and chapters in books. These materials and activities will be audience specific (e.g. parents, service providers, administrator, etc.).

Grant Number: H324M980072

Parent Leadership Development Project

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project builds on a growing body of research documenting the efficacy of involving parents and other family members in all aspects of planning, delivering, and evaluating early education and intervention services. Developing strong parent-professional alliances is a critical first step in improving the quality and cultural responsiveness of services to children and families. The project will recruit 72 parents and other family members interested in developing or improving partnerships with professionals and offer them intensive training and follow-up activities designed to develop their leadership skills. The project will then link this cadre of parent leaders to institutions of higher learning and organizations and agencies providing early education, early intervention, and family support services.

Method: Participants will represent diversity along dimensions of culture, language, family constellations (single parents, teenage parents, foster parents, grandparents, etc.), and socioeconomic resources. Key features of this model include: 1) a series of leadership retreats for parents focusing on information about early care and intervention systems and portfolio development to increase parent leadership skills; 2) follow-up activities with parents as they implement action plans to expand their partnerships with professionals and develop individual portfolios; and 3) linking parent leaders to agencies and organizations providing early education and intervention services or conducting professional training activities.

Products: This project will make a significant contribution to the field by conducting a systematic assessment among an array of human services organizations regarding their needs for parent representation and participation, and by documenting outcomes related to parent leadership training. The model will be replicated by local programs across the nation with similar needs for parents to serve as advisors, mentors, presenters, evaluators, board and task force members, advocates, and partners in policy development. A "Parent Leadership Directory," a "Facilitator's Guide to Parent Leadership Development," and a videotape about parent leadership roles will be produced. A comprehensive program evaluation and dissemination of findings to a wide audience will also result.

Grant Number: H324M980074

Building Communication Links for Infants/Toddlers with or at Risk for Disabilities

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: The purpose of this project is to improve social-communicative outcomes for infants/toddlers with risk factors for severe communication delays, through early identification of infants/toddlers (6-36 months) at risk for severe communication delay and through the development, evaluation, and dissemination of cost-effective instructional tools to enhance critical early social interactions between the child and the caregiver. A preventive

approach will respond to the increased incidence of young children at risk for disorders involving severe communication delays, including pervasive developmental disorders and emotional/behavioral disorders.

Method: The project's objective will be accomplished collaboratively with key service providers and parents through development of awareness materials, implementation of a screening process, and design of a unique set of accessible observation and teaching strategies. Activities will include work with field test sites to develop training videos (introductory levels for children at risk and a second level with extensive assessment/programming strategies for infants with identified delays) plus on-line training materials. A cadre of locally based trainers will be developed in Early Head Start and Early Intervention programs to disseminate materials and train other providers.

Products: Project results will include improved social/communicative outcomes for infants and toddlers (birth to three) who are experiencing or are at risk for disabilities that result in severe communication delays through early identification and intervention. Another outcome is increased parent and professional access to promising practices. Products will include awareness materials, observation and teaching strategies, and training materials to implement the strategies. Dissemination activities will involve the following: 1) presentations will be made at national professional conferences and state and regional conferences; 2) a project World Wide Web home page will be maintained and updated on a monthly basis to allow for ongoing dissemination to a broad audience including parents and paraprofessionals; and 3) the project staff will submit at least two articles on the results of the project to a major journal in early childhood special education and a parent journal.

Grant Number: H324M980076

Comprehensive Functional Assessment for Schools

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will elaborate, evaluate, and disseminate a model for conducting functional assessment that will bring this powerful technology to the hands of school personnel. During the past 15 years, an effective technology of functional assessment has been developed, but the majority of the procedures have been designed for use by highly trained behavior analysts with individuals who have the most extreme levels of problem behavior. A critical need exists to: 1) develop functional assessment tools that can be used by typical school personnel, 2) include students and their families more directly in the assessment process, and 3) link the information from a functional assessment to the design of effective behavior support.

Method: The Comprehensive Functional Assessment project will meet its goals by combining the expertise of personnel who have direct experience designing functional assessment procedures with the active collaboration of school personnel involved in the design of behavior support. The project is the product of collaboration with families and school personnel, and will address five central objectives: 1) develop a functional assessment model for use in elementary and middle schools; 2) implement the model in 20 schools (10 elementary, 10 middle); 3) evaluate the implementation, impact, and validity of the model; 4) develop and disseminate materials for broad replication of the model; and 5) manage and evaluate the project.

Products: The Comprehensive Functional Assessment project will involve five primary dissemination strategies at the local, regional, and national levels: 1) reliance on dissemination mechanisms, such as professional journals, conference presentations, World Wide Web pages, and inservice workshops; 2) use of College of Education

editorial and publication services to produce research reports, monographs, and training materials; 3) linkage with the Oregon's Student Services Division in the state Department of Education, local school districts, and families; 4) professional relationships with other community, research, and training groups; and 5) inservice and preservice preparation of educators who design and implement behavior supports for students with problem behavior.

Grant Number: H324M980088

Project ACT: Achieving Change Together to Support Students with Severe Disabilities in General Education Classes

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: Project ACT will develop and validate a building-level planning model for establishing and expanding inclusive educational opportunities for students with severe disabilities. The model is designed to empower parents and professionals to restructure existing staff and fiscal resources to serve students with severe disabilities in general education classes.

Method: A building-level planning team will design, coordinate, monitor, and evaluate system change efforts, taking into account the culture of the school, the strengths and weaknesses of the faculty, and the individual needs of students. The initial field-test of the model will be conducted in the first and second years of the project at one rural and one urban school district cohort, each composed of two elementary schools, one middle school, and one high school. During the last two years of the project, the planning model will be replicated in one rural and one urban school district cohort.

Products: Project ACT will support building-level planning teams through the development of a planning guide and other materials, training, and on-site technical assistance throughout Utah and nationally. The planning model will impact the educational achievement of students with severe disabilities as well as students without disabilities, the parents, teachers, and administrators of students with disabilities, and the costs of educational programs for these students.

Grant Number: H324M980091

Post Secondary Options for Students with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Institute for Community Inclusion and the Federation for Children with Special Needs will work collaboratively with five school districts and five community colleges statewide to develop typical postsecondary options for their youth with disabilities, ages 17 to 22, to develop postsecondary options that enable students with significant disabilities to share adult options with their nondisabled peers.

Method: The project will directly link with the school-to-work partnerships in each of the five demonstration sites and will utilize promising practices from the field, such as integrated technology, differentiated instruction, project-based instruction, and cooperative learning. The model will employ peer mentoring and student-initiated learning experiences and will build a learning community intended to work with and complement the range of choices that colleges offer.

Products: The project will assist 25 students with severe disabilities to choose, enter, and successfully complete community college. It will train a minimum of 500 family members statewide on the types and importance of age-appropriate options for postsecondary students with disabilities. Five model demonstration sites will be developed to build partnerships between five community colleges and five local school districts so that students with severe disabilities are better prepared for postsecondary education. A postsecondary school network will be formed, composed of practitioners, parents, college personnel, and representatives from relevant agencies and service delivery systems. A model demonstration will be developed and disseminated statewide and nationally.

Grant Number: H324M980096

A School-Based, Family-Focused Interagency Program to Serve Young Children At-Risk for Emotional and Behavioral Disorders

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: This project is a school-based, family-centered interagency-services approach to early intervention that emphasizes effective collaboration. This collaboration will be implemented at the school level through teacher assistance teams, service coordinators, interagency family planning teams, and unified service plans.

Method: The focal point of all the service efforts will be the inclusion of the family to help achieve successful school and life options for young children at risk for or with emotional disorders. Parallel to these services, the school will place at-risk children in educational settings where instruction will be based on effective instructional practices and involve these children with appropriate peers.

Products: After the model is evaluated for effectiveness, training materials will be made available to national organizations and information clearinghouses.

Grant Number: H324M980108

A Developmentally Based Preventive Reading Intervention for Children Placed at Risk for Reading Disabilities

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: This project evaluates the effectiveness of a theoretically motivated preventive treatment for children identified as at risk for reading disabilities. The treatment is based on evidence that reading disabilities are

primarily due to two core linguistic deficits (phonological awareness and retrieval/access speed) and a more general metacognitive control problem.

Method: The project will target children in kindergarten, first, and second grades who are at risk for developing reading disabilities. It will use a modified cross-sequential design to evaluate the timing and developmental appropriateness of early intervention and the amount of instructional time required for such interventions to be the most effective. This design also allows for the evaluation of the program's impact on both early developing reading skills and the development of reading fluency and beginning reading comprehension skills, along with other developmentally related language and cognitive skills.

Products: The information gathered by this project will expand research-base

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Grant Number: H324M980109

Personal Accommodations Model: Accommodating Students with Disabilities in Postsecondary Settings

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project uses a personal accommodations model (PAM) to help provide access to and success within postsecondary school situations for students with disabilities. The model uses a learner-based approach to address barriers associated with the recruitment, enrollment, advisement, and instruction of students, where accommodations are matched to learners' needs, strengths, and goals, not to their disability.

Method: Staff and students from community college and vocational school settings in three states will participate in the project. The project will develop collaborative relationships with stakeholders, develop the PAM to include nine colleges, and field test and revise the model with the nine new sites. The model will be developed so that it can be replicated in other settings (e.g., four-year colleges and universities, adult education programs, and literacy programs).

Products: Among the PAM products are a policy handbook for staff regarding legal rights and responsibilities of both students and the institution; a staff handbook on procedures, materials, and resources that will guide the accommodation of students; a student handbook on their rights, responsibilities, and on using accommodations to reach their goals; and staff development materials and resources that support replication of the PAM in other postsecondary settings.

Grant Number: H324M980126

Movement to Postsecondary Settings: A Model Program for Secondary Students with Learning Disabilities

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: This demonstration project links together state of the art instructional practice at the secondary level along with improved career development and job training strategies. It proposes to improve linkages and coordination strategies among Kent State University, local education agencies, and joint vocational schools.

Method: The project will: develop and implement training of 90 high school teachers and postsecondary faculty in content enhancement strategies and life-centered education; develop and implement a transition/futures planning program for 90 students which emphasizes student and family involvement and a summer prep and academic year cooperative program that will provide postsecondary experiences; and develop, evaluate, and replicate the model, materials, manuals, and articles, by disseminating information on training methods and program features.

Products: This project will have a direct effect on transition services in Stark County, Ohio. The secondary and postsecondary institutions involved in the project will become more effective in meeting the needs of students with learning disabilities and better able to use transition planning and career awareness activities to foster improved outcomes in employment and career choice for these students. By developing the collaborative enrichment program, education programs will increase their capacity to develop and deliver appropriate secondary and postsecondary educational and vocational services.

Grant Number: H324M980127

Accelerating Children's Competence in Early Reading and Literacy - School-wide Project (ACCEL-S)

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will develop, implement, and evaluate the effects of customized, school-wide intervention models on the reading achievement of students with learning disabilities in grades K-3 over a four-year period.

Method: The ACCEL-S (Accelerating Children's Competence in Early Reading and Literacy — School-wide) model recognizes the multiple contexts that influence learning and the necessary "fit" of each to the whole of

reading achievement of the school. Four schools with high percentages of students receiving special education services will be involved in the project to address contextualized service delivery issues. In the first year, the schools will design and implement customized intervention models for kindergarten, and each subsequent year, a new grade will be added, culminating in a comprehensive K-3 model that will allow for an intensive longitudinal study. Over the four years, 64 teachers, 192 students with learning disabilities, and 128 average achieving students will participate in the program.

Products: Reading achievement will be measured longitudinally using various measures and the project will analyze corollary measures of teacher satisfaction and efficacy, family satisfaction and literacy priorities, school outcomes, and model costs to provide profiles of the efficacy of the multiple models. For replication and application of valid models, detailed procedures and materials will be produced and disseminated, including videotaped classroom applications of strategies, procedural manuals, and technical reports.

Grant Number: H324M980132

ECCSPLORe-IT

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The major goal of the Early Childhood Curriculum Support Predicting, Listening, Observing, and Recording—Integrating Technology (ECCSPLORe-IT) project is to develop, test, and disseminate a replicable math, science, and social studies curriculum that integrates technology. The target population is three to eight year old children with mild to severe disabilities, their families, and program staff. Based on the importance that technology applications have in addressing the educational needs of young children with disabilities and their families, the model will incorporate a wide range of interactive multimedia software applications along with off-computer materials and activities targeting science, math, and social studies concepts and skills young children need to acquire. Creating opportunities to use and to produce interactive software that emphasizes acquisition of rich conceptual knowledge of math, science, and social studies is a major focus of the model.

Method: This project is collaborative among four entities: Macomb Projects at Western Illinois University, and early childhood special education classrooms in Macomb, Beardstown, and Rushville, Illinois. During the first year, the demonstration site will be in Macomb, followed in the second year by Beardstown and the third by Rushville. Demonstration site personnel will receive training on technology applications centering on math, science, and social studies skills and use of adaptive peripheral devices during two 2 1/2-day workshops. Additional training, support, and technical assistance will be provided by phone, a World Wide Web site, and in person. Curriculum activities will be demonstrated by project staff during weekly visits made to each demonstration site in the site's first year of participation. Later, project staff will observe site staff implementing the model and assuming increasing responsibility for model activities. Classroom activities will be videotaped for content analysis. Immediate feedback will occur, along with scheduled data collection in the form of children's portfolios, developmental checklists, staff competencies, site satisfaction, family satisfaction evaluation, and other measures. Some activities will involve "Logo," a computer language that targets problem solving skills. A variety of innovative instructional strategies will be provided to families and staff at demonstration sites. The project's "Family to School Connection" activities will serve as a bridge between home and school.

Products: The anticipated number to benefit from this project is 320, including 159 children, 151 families, and 10 staff. Information about the model will be disseminated through staff development workshops, presentations at state and national conferences, journal articles, an interactive satellite broadcast, information posted to the Macomb projects page on the World Wide Web (www.mprojects.wiu.edu), and an ECCSPLORe-IT World Wide Web site.

Grant Number: H324M980146

Washington Assessment and Intervention Project for Students with Emotional Disturbance

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will develop four comprehensive model demonstration sites in the state of Washington that meet the needs of children with or at risk of emotional disturbance. Structures and strategies will be developed to support school-based and community-based delivery systems that address national and state targets. The model will emphasize interagency collaboration, early intervention, and cultural sensitivity.

Method: School and classroom-based interventions will be used in elementary schools to decrease discipline problems, and community-based teams will be used to enhance the service delivery system for students with emotional disturbance and their families. Twenty students at risk of emotional disturbance and ten students with emotional disturbance will receive comprehensive assessments, curricula, and service to meet their educational, social, and emotional needs.

Products: Professionals involved will receive ongoing professional development, and families will be provided a menu of options for support and education to enhance their social support networks with other parents, to expand needed resources, and to support positive parenting skills. By the end of the four years, the four project schools are expected to be model program schools for dissemination of their approaches to schools in their region of the state.

Grant Number: H324M980154

Asian Family Collaboration Project: Facilitating Language Development in Young Children with Disabilities and Limited English Proficiency

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The Washington Research Institute will develop, implement, evaluate, and disseminate a model demonstration project to: 1) optimize the first and second language development of young children with

disabilities who come from Asian backgrounds and are limited in English proficiency, and 2) enhance the ability of parents and staff to collaborate effectively in assisting the children. This population has increased significantly over the past ten years, and is greatly at risk for delayed language in both English and their first language.

Method: The project will accomplish the following nine goals: 1) develop, field test, and evaluate methods and materials which will enhance the ability of service delivery staff to facilitate language and emergent literacy development in children in a variety of placement settings; 2) provide staff with strategies and materials designed to allow them to share information with parents, enabling parents to use the strategies with their children in their first language; 3) develop videotapes of strategies in four Asian languages (Vietnamese, Cambodian, Korean, and Lao); 4) develop methods and materials regarding cultural sensitivity designed to increase staff ability to work successfully with parents of Asian minority backgrounds, and to develop comparable materials for parents, providing them with information about the culture of American schools and other settings; 5) develop methods for interpreter use in presenting materials to parents with limited English proficiency; 6) develop methods and materials to promote "training of trainers" for key staff; 7) collect short term and follow-up evaluation data that document the impact of the model with staff and parents; 8) collect short term and follow-up evaluation data on the first and second language development of target children; and 9) replicate and disseminate the model in a variety of settings.

Products: Through the use of direct training, training of trainers, distance learning, and videotape and materials distribution, the materials and procedures developed by this project will be used by hundreds of staff, who in turn, will transmit the information to many parents to assist their children more effectively. During the model development period, the project staff will work with approximately 35 staff members who will present the model to at least 70 parents. In year two, 50 staff members will present the model to at least 100 parents. In year three, 80 staff members will present the model to 160 parents. In year four, 100 staff members will be trained directly, and another 100 staff members will be trained through a distance learning pilot dissemination. These 200 staff members will impact an additional 400 parents.

Grant Number: H324M980173

First Words Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The First Words Project is a model demonstration project to develop, implement, evaluate, and replicate a system for the early identification of children with communication disorders and the provision of early intervention. This project consists of two components that aim to demonstrate the effectiveness of a transdisciplinary, interagency collaborative referral and evaluation process based on the Communication and Symbolic Behavior Scales (CSBS) model and to develop a family-guided menu of service options for infants, toddlers, and families.

Method: The "early identification component" will demonstrate the effectiveness of a referral and evaluation system for early identification of children at risk for developmental disabilities using multiple measures of communication and language development, based on collaboration with families and child care and health care facilities. Measures of prelinguistic parameters will be used to identify and follow children based on information gathered from a referral checklist distributed through health care and child care facilities, a caregiver questionnaire (CQ), and a behavior sample of the child and caregiver. During each year of this project, 40 children (ages

9-18 months) will be identified as at-risk for having a communication disability based on performance that falls more than 1 standard deviation below the mean on the CQ. The "early intervention component" will consist of a menu of service options: !) family education and support services that may be preventative and include parent education group meetings in the community, parent education modules disseminated to families and service providers, resource and referral databases, and parent support and networking groups; 2) individualized, family-guided early intervention programs for children with developmental delays to be documented by an Individualized Family Service Plan (IFSP) and implemented in the child's natural environment at home or child care settings; and 3) referral systems, transition planning, and transition support. The project will enroll at least 20 families per year in this component to ensure a total of 80 families served over four years. The intervention will be individualized through a family-guided assessment of the communicative environment. Parents will be essential partners in the identification of specific concerns, intervention planning, and evaluation of outcomes. Social validation measures will assess the extent to which families find the intervention strategies acceptable and feasible and whether treatment effects are perceptible and valued by other parents and professionals. This project will demonstrate the short and intermediate effects of an early intervention program to prevent and ameliorate communication deficits and associated sequelae. During the first three years of the project, First Words will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and practitioners. During the fourth year, the project will be further refined and replicated in rural counties surrounding Leon.

Products: Results will reach practitioners through local, state, and national levels through inservice workshops, conference presentations, short courses, and the distribution of training materials. The "CSBS Checklist" will become public domain and will be made available to health care and day care practitioners through conference presentations, publications in interdisciplinary journals, and the Internet. A First Words Project World Wide Web home page will be established for dissemination of information on early identification and intervention. Training materials will be developed, including videotaped case examples, and written documentation will be designed for practitioners in diverse disciplines. For parents, the project will develop 10 parent education modules on topics considered high priority by families of young children with disabilities. These materials will utilize a format that will guide Family Facilitators in assisting other families to explore specific issues, such as communicating with professionals, the IFSP process, sibling issues, visiting preschool programs, etc. The modules will be developed for low literate consumers and will be ethnically and culturally sensitive. For researchers, proposals for presentations of evaluation results will be submitted to professional organizations with interest in special education and communicative disorders.

Grant Number: H324M980174

Research and Innovation in Natural Environments Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This model demonstration project will develop a plan to provide inclusive early intervention services to children with special needs who are under the age of three years. The project will enable 110 infants and toddlers with special needs to receive extensive early intervention services in a natural environment, i.e., a private child care setting. The goals of this project are: 1) to measure the impact of this model through pre and post

comparisons of child change and comparison of change to that of comparable participants in a previous segregated model; 2) to measure changes in family satisfaction; 3) to compare the cost of this model to that of a segregated model; and 4) to disseminate findings and materials that will enable others to replicate the model.

Method: Five features of this project include: 1) the early intervention services will be in a setting that was previously segregated; 2) the services provided are unusually intense: they are provided for a minimum of 5 hours and a maximum of 10.5 hours per day, year round; 3) the services provide high quality intervention, using a multidisciplinary team, and are provided to all children, therefore children with special needs will receive quality resources; 4) the families of the typically developing children pay full price for their child's services and they self-select the program; and 5) three large data sets, gathered previously, will permit cost-effectiveness research that extends beyond what is possible given the limited funding. The project's strategies are drawn from multiple theoretical perspectives, and they reflect a sensitivity and awareness of the cultural and demographic characteristics of the target audience. These strategies are clearly reflected in one commercially available curriculum, the Assessment, Evaluation, and Programming System for Infants and Children (AEPS) Curriculum for Birth to Three Years, Volume 2 (Cripe, Slentz, & Bricker, 1993), which will be used by the project staff. The sample for the intervention group will include three cohorts of 70 children, a majority of whom will have special needs. All children will be at least nine months of age at entry and will be 36 to 47 months at exit. The final subject population for the final evaluation questions related to the comparison of outcomes of children in the natural environment will be approximately 150 with a range from 145-160.

Products: The project staff plan to move this community program into a national model, evaluate it using advanced statistical tools, summarize and disseminate the findings, and prepare the model to be replicated by others in future years. Findings of this program will be disseminated through journals, conference presentations, task forces, policy meetings, and discussions with peers across the nation.

Grant Number: H324M980176

A Systems Approach to Paraprofessional Development and Support

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: The Institute on Community Integration at the University of Minnesota, in partnership with the Saint Paul Public Schools and the St. Cloud Community Schools, has developed a project that focuses on understanding and addressing the issues involved in the development of paraprofessionals who support students with disabilities in inclusive schools. This project addresses the content, process, and context components of paraprofessional development at the site-based and system-based levels.

Method: The project plans to: 1) refine a multi-level model of paraprofessional support and development; 2) pilot the model of paraprofessional support and development concurrently in an urban district (Saint Paul Public Schools) and an out-state district (St. Cloud Community Schools); 3) evaluate the effectiveness of the model from multiple perspectives: student, parent, instructional team members, and administrative (building and district); and 4) develop and disseminate findings (e.g. models, key learning and strategies, materials) to interested audiences locally, within Minnesota, and nationally.

Products: The Institute on Community Integration has an extensive local, regional, national, and international communications dissemination network that will support the types of dissemination activities appropriate for this

project (e.g., monographs, policy briefs, newsletters, World Wide Web sites, and brochures). This network will be utilized extensively to target members of the following audiences: direct service staff, parents and families, administration, policy makers, potential trainees, and academic peers.

Grant Number: H324M980187

Layers of Intervention for Children with Reading Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project is a four-year model demonstration to provide successive layers of intervention to children with learning disabilities and other disabilities that interfere with reading acquisition during the primary years.

Method: The first intervention layer (grades 1-3) consists of enriched literacy instruction in special and general education classes. It builds phonological awareness, understanding of the alphabetic principle and application of these understandings to reading and writing words. The reading progress of the children in this layer will be monitored and children who do not respond well will receive layer 2 intervention, consisting of small group instruction that scaffolds student performance to increase participation levels and reading skills. Children who make minimal progress in this layer of intervention will receive Layer 3, individually designed tutorial instruction that uses the ongoing measures of reading progress to titrate instruction that proceeds from an individual child's understanding of the reading process. Over the course of the project, supported inservice will be provided to special and general education teachers, teaching assistants, and parents of children with disabilities in grades K-3.

Products: During its final two years, the project will identify the most effective strategies for each layer of intervention across each grade, and will prepare a manual that describes these strategies. Project personnel will collaborate with two school sites to institutionalize the measurement routines and interventions. The successes and pitfalls of this effort will be identified, the coordination among service providers and families will be described, and the resources needed and effective training procedures will be identified.

Grant Number: H324M980195

Life Transitions for Youth with Acquired Brain Injuries

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The Life Transitions project will work with four school districts along Colorado's front range region to develop, implement, evaluate, and disseminate a Life Transition Model which will provide identification, reentry, school supports, transition planning, and case management of youth with acquired brain injury (ABI). The project is an innovative, coordinated approach to providing special education and related services to secondary students with ABI.

Method: The activities of this project will include: 1) convene an Interagency Brain Injury Team (IBIT) including consumers; 2) develop and implement a screening tool for identification of students with mild/moderate ABI; 3) assist schools, families, and students in transition planning and follow-up supports; 4) promote empowerment of students with ABI and their families to become self-advocates; 5) develop and implement a school-based intervention strategy including the reentry process; and 6) administer, disseminate, replicate, and evaluate the project in an effective manner.

Products: The Life Transitions Model will serve as a guide to school districts across the nation on identification, reentry, educational and support services, transition, and postsecondary supports for students with ABI. This comprehensive service delivery model will be easily disseminated and replicated through a Family Resource/Training Manual and a "Life Transitions Model" Manual which will describe a step-by-step process for creating a service delivery model that addresses the unique, but often overlooked, needs of students with ABI. These training and resource materials will be disseminated. Inservice training at other schools will also occur.

Grant Number: H324M980197

Project Open House: Systems Change to Support Early Childhood Inclusion

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: Project Open House will enhance developmental outcomes for young children with disabilities in community-based early childhood education (CBECE) settings through the provision of 1) formal training experiences for CBECE teachers and 2) support of a peer coaching model involving CBECE teachers and early childhood special education (ECSE) teachers employed by participating local education agencies (LEAs). The primary goals of this project are: 1) to support the successful inclusion of young children (aged three to six years) with disabilities in community-based child care homes or centers through educational reform efforts that include use of permanent substitute teachers used to release CBECE and ECSE teachers from classroom instruction to work together in a peer coaching relationship; 2) to develop and implement professional development opportunities that are designed to efficiently and effectively improve CBECE teachers' knowledge, skills, values, and attitudes related to early childhood inclusion; 3) to assess the impact of the project on participating children, families, teachers, and administrators using a range of outcome measures; 4) to support CBECE teachers' active participation on target children's individualized education program (IEP) teams; and 5) to develop and disseminate materials and procedures necessary to successfully replicate the model of educational reform and professional development with families, teachers, and administrators in six additional LEAs.

Method: The peer coaching process will focus on infusing validated intervention strategies and environmental modifications into CBECE settings. The project reflects an educational paradigm shift as LEAs extend educational services to community-based programs. There are four populations served by this project: 1) families of preschoolers with disabilities who are simultaneously enrolled in early childhood special education (ECSE) classrooms and center- or family-based early childhood settings such as child care or preschool programs; 2) target preschool children; 3) community-based early childhood (CBECE) teachers who care for and teach these children; and 4) ECSE teachers who also care for and teach these children. The model will be developed in an urban/suburban setting, with replication sites reflecting rural/suburban LEAs.

Products: The project will result in professional development opportunities for CBECE and ECSE teachers. Project staff will disseminate project results through presentations at national, regional and local conferences, mailings to interest groups, and the use of an electronic World Wide Web site.

Grant Number: H324M980207

Individualizing Inclusion in Child Care

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a model for individualizing inclusion in child care. The model has three components: 1) use of ecological congruence theory to plan child assessments, 2) use of operating principles related to implementing instruction, and 3) application of help-giving practices to the behavior of intervention teams.

Method: The project has three objectives: 1) develop, implement, evaluate, and disseminate a model that teachers and specialists can use to address Individualized Family Service Plan and Individualized Education Program goals in an individualized manner in ongoing and meaningful activities in full-day child care; 2) develop, field test, and disseminate an instrument to assess the quality of individualized inclusion in full-day child care; and 3) prepare materials and procedures for helping other child care providers to replicate the model and use the quality of inclusion instrument. The project will be implemented in the Frank Porter Graham Child Care Program and another community child care center. The participants will include young children from infancy through four years of age, parents of those children, persons with disabilities, and child care teachers and special services staff.

Products: The expected outcomes are: 1) a model that has been evaluated and can be replicated in other sites; 2) an instrument for evaluating the quality of inclusion efforts; 3) materials (manuals and videotapes) for training others to use the project model; and 4) written descriptions (chapters, articles, etc.) about the model's applications.

Grant Number: H324M980219

Project SUCCEED in Head Start

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This demonstration project combines the capacity and commitment of parents, Head Start staff, and formal and informal community resources to improve the life chances of young children who have or are at risk of emotional and behavioral problems.

Method: The program elements are framed within an ecological perspective, social learning theory, and a strengths-based approach which involves adaptation of proven curricula to help family members and Head Start staff to intervene effectively with children; use of the partners as curriculum reviewers, trainers, and coaches; an enhanced family support capacity; direct intervention with children; augmentation of existing Head Start transition to kindergarten; and expansion of community involvement in meeting the needs of young children and their families.

Products: Through the project family and staff will be trained to provide effective services to children with emotional and behavioral problems. Therapeutic care will be provided to children while parents attend the training. The cooperative communities created by the project will involve parents and personnel from local and state advocacy and government agencies to increase the capacity for service for children with mental health needs.

Grant Number: H324M980223

Strategies for Efficient & Effective Keiki (Child) Find (SEEK)

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Beginning Date: 1/01/98
Ending Date: 12/31/02

Purpose: The Hawaii University Affiliated Program and state Department of Health (DOH) will develop, implement, and evaluate innovative Child Find strategies to address under-identification and under-referral of infants and toddlers with special needs. The goals of this project are: 1) to develop and demonstrate strategies to communicate to direct service providers the importance of, and indications for, early referral, and how to talk to parents about concerns; 2) to develop and demonstrate innovative strategies to raise direct service providers' awareness of eligibility, services, and referral pathways; 3) to evaluate the effectiveness of these strategies; and 4) to disseminate project findings and products.

Method: With families as partners, culturally sensitive strategies will be developed based on the 1997 Evaluation of Part H Child Find in Hawaii (CFE97) data and recommendations, innovative strategies from other states, and focus groups of families and providers with Filipino ancestry. Strategies will be piloted and evaluated using CFE97 measurement strategies and baseline data. Strategies will be modified as necessary, implemented in six geographically diverse communities and assessed again.

Products: Three dissemination formats will be used: written reports of project process, findings, and materials available; oral/visual presentations to interest groups; and a World Wide Web page on the project.

Grant Number: H324M980224

POWER—Providing Options for the Workplace, Education and Rehabilitation

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Project POWER will provide strategies to enable students who have developmental disabilities to participate in programs designed to obtain and maintain successful and long-term employment at the community college level. POWER will: 1) replicate a successful employability and transition model that provides skills for career development, workplace basics/community integration, as well as use of natural supports; 2) provide training and technical assistance primarily through distance learning/teleconferences and disseminate the results; and 3) evaluate the ongoing effectiveness of the new training model for enhancing transitional services linking education, employers, and rehabilitation.

Method: The POWER model will be replicated in four community college supported employment programs (Iowa, North Carolina, California, and Arizona). The employability and transition model to be replicated, disseminated, and evaluated through this project focuses on building individual strengths as well as identifying specific competencies and supports needed in instruction and training. The components of the model are: 1) a comprehensive training plan that includes a curriculum and assessment strategy; 2) transfer of skills and supports needed into specific objectives for the Individual Education Plan (IEP); 3) collaborative strategies among the community college, secondary programs, adult service agencies including vocational rehabilitation, and employers; and 4) use of natural supports such as parents/guardians, friends, instructors, job coaches, employers, coworkers, and adult service providers, to enhance success at the college and at work.

Products: Approximately 300 students who have developmental disabilities, primarily aged 18 to 21 (40 percent of whom are from minority backgrounds), are anticipated to be served by the end of this three-year project, in community college programs in which they will be prepared for work placements/supported employment and for networking with community college staff, employers, rehabilitation personnel, and other natural supports. The project will enable: 1) students to obtain and maintain meaningful work and community experiences; 2) staff to acquire meaningful strategies for writing IEP objectives, restructuring course offerings, and providing related assessment for individual and program accountability; 3) adult service providers to determine needed support services for successful and long-term employment; and 4) employers to use their own workers to provide social supports and networks for workers who have developmental disabilities. Dissemination of project results will focus on using an existing CASAS National Dissemination Project for training/technical assistance and access to materials.

Grant Number: H324M980229

Paraprofessional Support of Students with Disabilities in General Education

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will address the development, implementation, and evaluation of a model for the effective use of paraprofessionals to support students with disabilities in general education classes.

Method: The model is based on a set of seven conceptual framework components (e.g., determining the need for a paraprofessional; orienting paraprofessionals to their job responsibilities; implementing and supervising instruction of paraprofessionals; evaluating the impact of paraprofessional support). The model includes 10 steps that can be used by teams of school personnel to operationalize and individualize the conceptual framework components, as well as statewide guidelines and standards for paraprofessionals, in ways that meet unique needs of schools. This approach provides a model that can be effectively replicated throughout Vermont and nationally. The design of the project calls for close collaboration among staff of the University Affiliated Program of Vermont, the Vermont Department of Education, a statewide Paraprofessional Task Force, and personnel in model demonstration schools across the age span from preschool through high school. Development and refinement of the model will occur during the first two years of the project at the model demonstration sites, followed by phased-in statewide implementation in the project's third and fourth years. Evaluation data collected at model demonstration sites will be used to improve the model and will be disseminated nationally in a variety of formats.

Products: Culminating activities would include an overall analysis and synthesis of the data collected based on both the model demonstration sites and statewide implementation. This data would be reported and used to update the state guidelines, processes, and materials to reflect what has been learned. Project findings will be summarized into a manual that would allow replication. Information will be disseminated statewide in Vermont and sent for national dissemination through the ERIC Clearinghouse.

Grant Number: H324M980232

Creating Partnerships between Pediatricians and Early Interventionists for Child Find: PEDI-Link

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The purpose of the PEDI-Link model is to: 1) positively impact statewide child find efforts for infants and toddlers (birth to three); 2) enhance the capacity of pediatricians and family practitioners to participate in statewide child find efforts; and 3) strengthen the partnership among pediatricians, family practitioners, and

early interventionists relative to the identification and referral of young children (birth to three) at risk for or with identified disabilities.

Method: The project aims to: 1) increase the number of infants and toddlers who are identified and linked to appropriate services; 2) establish a partnership among pediatricians, family practitioners, and early interventionists; 3) design, implement, evaluate, and disseminate training materials for pediatricians relative to child find and referral for services; 4) design, implement, evaluate, and disseminate training materials to prepare early interventionists to assume the roles and responsibilities of the PEDI-Link Liaison developed during field-testing and replication phases of the PEDI-Link model; and 5) build the capacity of the state to establish and institutionalize a statewide partnership among pediatricians, family practitioners, and early interventionists relative to the implementation of quality child find activities.

Products: This project has two dissemination objectives: 1) to disseminate information throughout the country describing the need for and effectiveness of partnerships between pediatric practitioners and early interventionists for child find; and 2) to disseminate project activities and materials so that the PEDI-Link model can be replicated throughout the country. The project will disseminate a variety of information products, including brochures, presentations, newsletters, and journal articles, depending on the target audience. The target audiences include parents/families, early intervention professionals, pediatricians, family practitioners, medical residents, and schools of medicine. Project staff will: 1) publish a brochure describing the project for dissemination nationally through the National Early Childhood Technical Assistance System (NEC*TAS); 2) make presentations at national conferences (e.g., Zero to Three, Division for Early Childhood); 3) prepare publications for appropriate journals (e.g., Journal of Pediatrics, Topics in Early Childhood Special Education, Infants and Young Children); and 4) disseminate information through a PEDI-Link World Wide Web site which will be established and updated bimonthly.

Grant Number: H324M980245

Teaching Orientation and Mobility Skills to Deaf Blind Children Using Computer Generated Simulated Sound Environments

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will create, implement, and evaluate a series of computer-simulated, three-dimensional sound environments that will have special features built in to teach orientation and mobility (O&M) skills to children who are deaf and blind. This population of children, who have severe visual impairment (light perception only or totally blind) with a concomitant hearing loss which is moderate to severe, presents unique O&M training problems that are sometimes the most difficult in the field of special education. O&M training in real-world situations is time consuming, sometimes risky, and limited to the number of environments available to the student and the O&M training specialist. Training complex sensory-motor skills can be done effectively and safely in computer-simulated environments which are 1) unlimited in terms of the different types of training simulations that can be created for the learners, 2) safe, 3) cost-effective, and 4) provide learners with repeated guided and unguided practice. Simulated environments can also accent specific sensory information while diminishing perhaps confusing background information, until the learner knows what to "listen for". Then the computer can slowly change the signal to noise ratio until the simulated situation matches the real world situation on which it is modeled.

Method: In the first twelve months, the project staff will create an instructional tool for teaching O&M skills to blind children using computer-generated, three-dimensional sound environments modeled after the real world. The prototype system will be developed at the Oregon Research Institute in Eugene, Oregon, and tested using blind volunteers. At the beginning of the second year, the system will be exported to the Oregon School for the Blind in Salem, Oregon, which serves blind and deaf-blind students. The project staff will also create at least two additional acoustical worlds. In the third year, the project staff will shift its focus and begin working with students who are deaf and blind and modifying the material as needed to accommodate the concomitant hearing loss. Staff will begin creating the documentation necessary for exporting the training model to three outlying schools. In the fourth year, the staff will export the training model to at least five schools providing O&M training programs for deaf-blind students. During implementation, data will be collected on individual child change, family satisfaction, and teacher assessment. During implementation, data will be collected on individual child change, family satisfaction, and teacher assessment.

Products: A manual for implementing the strategies found to be effective will be written, with special emphasis on guidelines for implementing the program in public schools. All written products will be made available on the Internet through the project's World Wide Web page. Articles will be submitted to professional publications for both scholarly and practitioner-oriented audiences in a number of relevant areas: 1) technology-oriented publications; 2) content-area publications; 3) special education publications; and 4) publications focusing on blind individuals. Project staff will present at state, regional, and national conferences.

Grant Number: H324M980250

Maximizing Opportunities by Demonstrating Effective Learning (Project MODEL)

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The Flint Hills Special Education Cooperative has developed a model for systemic school reform with innovative strategies, supports, and services for implementing inclusive school practices. A broad-based leadership team composed of educators, persons with disabilities and parents of children with disabilities, university staff, and business/community representatives has developed the objectives and plan of operation for Project MODEL. These objectives include: 1) to establish and implement systemic reform to improve academic performance and results for students in inclusive settings; 2) to design and implement a unified strategy for reform to streamline supports and services for students in inclusive settings; 3) to collect and analyze process and outcome data for program improvement and to document innovative strategies, effective practices, and success in accomplishing project goals; and 4) to develop, document, and disseminate materials and information about the project.

Method: The multi-focused activities to support these four objectives involve: 1) the coordination of federal, state, and local supplemental funds; 2) the development of unique curricula and CD-ROM instructional modules; 3) the development of a comprehensive intervention services system that is headed by a Response Leadership Team; 4) the design of an array of inclusive school practices; 5) the alignment of curriculum/instruction/assessment with state and local standards; 6) the active involvement of students with disabilities and their families in the development of individualized education programs and in other home/school/community partnerships; and 7) the preparation of staff through learner-centered professional development focused through Individual Development Plans.

Products: As a result of participation in Project MODEL, the expected outcomes for students include increased performance on standards, portfolios of accomplishments demonstrating proficiencies, increased accountability

for individual learning, and greater participation in inclusive settings by students with disabilities. Dissemination of the results of Project MODEL will occur through local, regional, state, and national dissemination networks by using technology-based and print-based media.

Grant Number: H324M980258

Strategies for Active Inclusion

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The purpose of Strategies for Active Inclusion (SAI) is to demonstrate a model to increase active participation by students in grades 4 to 12 in inclusive, natural environment school settings for children with developmental disabilities. The decision process used is applicable to all inclusive educational, home, and community settings for children 8 to 21 years who experience barriers to active participation due to motor and sensory (low incidence) disabilities. Emphasis will be placed upon working with schools having a high proportion of students from minority settings.

Method: SAI will focus on implementing an interdisciplinary team in a problem-solving decision process to increase active participation by students with multiple disabilities. Particular emphasis will be placed upon analysis of student performance to develop developmentally appropriate, functional objectives for students with multiple disabilities whose active participation will be facilitated with the use of assistive technology. SAI will work with interdisciplinary teams from Colorado school districts that have minority children with low incidence disabilities enrolled. Teams will include administrators, teachers, related service personnel, and parents. Intervention services include presentations of core content, on-site intervention activities, and technical assistance in application of core content, continuing education credits, and independent evaluation of project.

Products: A number of individual products will be field tested and disseminated: 1) documentation of SAI's assessment and individual program planning approach to address barriers to inclusion, including barriers to the use of assistive technology, for learners with physical and/or sensory disabilities; 2) a detailed syllabus that will combine both didactic and hands-on training techniques, print, slide, as well as video materials to be used in teaching the model; 3) and written and video case studies illustrating the impact implementing procedures to increase learners' participation. Information and training will be disseminated through presentations of project products and results at state and national conferences, a World Wide Web site, etc. The project has the capacity through the Colorado Assistive Technology Project to produce all SAI products in alternate print formats and video products with captioning.

Grant Number: H324M980268

The High School High Skill Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The project will develop a model of secondary services for teaching students with disabilities the academic, occupational, and other transition skills necessary to gain access to high-skill jobs in the community. It will be implemented in the general education structure of the local school district's two high schools, using a recognized school-to-work transition program for youth with disabilities and integrated curricula for teaching academic and occupational skills within content area vocational and academic classes.

Method: The project will develop strategies for incorporating the district's Individualized Education Program transition planning process into the career planning process used to help all students plan their course of study in high school, for implementing integrated academic and occupational curricula within the general structure of the business and management occupational cluster, and for connecting the instruction that occurs in school to the overall transition needs of students through systematic, cumulative community-based learning experiences. The strategies used by the project are designed to meet the needs of students with and without disabilities.

Products: A total of 180 students each year will be served by the project (60 students with disabilities, 60 identified as at-risk, and 60 typical students without disabilities). The number of students with disabilities served by this project represents a 150% increase in the number of youth who will be accessing business-related academic and occupational classes.

Grant Number: H324M980400

Interagency Planning and Support Project

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Beginning Date: 7/01/99
Ending Date: 9/30/01

Purpose: This project will demonstrate a process for developing and delivering comprehensive, integrated educational and human service supports to young children with identified disabilities and their families at the local level.

Method: Emanating from a pilot initiative, the project will provide technical assistance to promote the adoption of the Interagency Planning and Support Model in one state, school district, and community, with subsequent replication in a second. The process involves development activities with state-level agency representatives, complementary activities with local/regional personnel, and opportunities for interactive problem solving and sharing meetings between state and local resources.

Products: The project will produce a training guide, three peer-reviewed journal articles, conference presentations, and a home page on the World Wide Web. A training videotape to illustrate the collaborative planning process in action will be produced and disseminated.

Grant Number: H324M990001

A Model of Communication, Instructional Method, and Achievement for Teaching Deaf Students

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Beginning Date: 8/16/99
Ending Date: 8/15/03

Purpose: The purpose of this study is to develop a model of communication that will help teachers who use signs to monitor the effects of their method of communication on how their deaf students learn.

Method: The model will be based on extensive observations of teacher-student interactions over a two-year period, including instructions in different subject matter and with teachers using American Sign Language (ASL), English-based signing, or some combination of ASL and English in what has come to be called contact signing. Certified teachers of the deaf selected for study will be exemplary teachers, have proficient signing skills as evidenced by performance on the Signed Communication Proficiency Interview, have a minimum of five years of teaching experience, and teach in a self-contained classroom or a school for deaf children. The model will be field tested with this group of teachers during Years 1 & 2, then evaluated with a different set of teachers who use signing for instructional purposes in Years 3 & 4.

Products: The model of communication developed by this project will impact the field by providing a theoretical foundation for classroom communication involving signing that is derived from direct observations of teachers and student interacting during instruction, and by providing practitioners with a means of monitoring and assessing the impact of their communication on their instructional effectiveness.

Grant Number: H324M990010

DO-IT CAREERS/K-12
(Careers, Academics, Research, Experiential Education, and Skills)

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: "DO-IT CAREERS/K-12" will increase the participation of K-12 students with disabilities in work-based learning experiences.

Method: Over the course of this four-year project, the project staff will serve 150 middle and high school students with disabilities; 150 parents of students with disabilities; 400 staff from school-to-work, special

education, and career services organizations; and 100 potential employers to increase knowledge and skills related to work-based learning opportunities, self-advocacy, job-search strategies, technology, accommodation strategies, legal issues, and resources.

Products: Nation-wide dissemination efforts to conferences and publications will be extensive. Ultimately, the work of the DO-IT CAREERS/K-12 project will help to increase the opportunities for people with disabilities to gain meaningful employment.

Grant Number: H324M990015

Using Cueing Strategies and Behavior State Analysis to Increase Alertness and Responsiveness among Infants with Severe Cognitive and Multiple Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: This study will increase basic alerting and responding behaviors among infants with severe cognitive and multiple disabilities. These findings will provide the basis for interventions that use communication cueing strategies that best fit individual differences in behavior state patterns and, most importantly, that are designed to increase the duration of time infants spend in the alert and responsive states.

Method: The cueing strategies will be taught to parents, caregivers, and direct service personnel using a variety of approaches—for example, use of videotapes, an individualized gestural dictionary, and group problem solving. Participants will include 25 infants and young children with the most severe types of motor, sensory, and cognitive impairments and delays. The project will be a cooperative effort involving the University of Kansas, Rockhurst College, Children's Mercy Hospital, medical and health-related services, and early intervention educators. The method will include a variety of measures, designs (e.g., cohort comparisons), and statistical analyses. Cohort comparisons will be possible by using longitudinal data from 34 infants with severe disabilities who do not receive the interventions.

Products: The project will produce a training package that contains assessment and intervention procedures for using communication cueing strategies to increase levels of alertness and responsiveness.

Grant Number: H324M990017

School-to-Work Transition for Students with Disabilities in a Rural Setting: Utilization of a Coordinated Support Network which Is Directed by a Community Rehabilitation Provider

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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: This joint project by CWI and the Murray Center is a comprehensive and responsible transition demonstration and evaluation proposal to move secondary students with special needs through school to work, life, and other appropriate adult outcomes. Responsible transition, as defined by this project, combines the skills necessary for classroom success with those needed for vocational/employment success to allow the student to achieve appropriate individual functional independence.

Method: The project will create a transition team composed of project staff, teachers at target schools, parents, administrators, and students, whose goal will be to establish transition goals and processes to best serve the student. A major part of the project is a solid base of research that addresses factors that influence student success. This research approach will allow a full data set for the longitudinal analysis best suited to the transition from school to work and adult life.

Products: The project will work to develop: improved vocational and clinical instruments for assessment and evaluation; an improved capacity for the self-sufficiency of program activities after the completion of the model demonstration project (e.g., interagency training); dissemination of best practices information and evaluation findings to organizations capable of providing a full range of quality transition services; and operations and programs with quality assurance protocols that advance research in transitioning students with disabilities to higher grades, employment after school, or post-secondary schooling.

Grant Number: H324M990026

Development of Social Competence in Young Children with Emotional and Behavior Problems

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will create a model to expand services and improve outcomes for young children at risk for serious emotional disturbance. This will be accomplished through the development, implementation, evaluation, and dissemination of a community-based, family-centered model of early identification and intervention for

young children with emotional and behavioral problems (EBP).

Method: The demonstration project will identify children ages three and four and will provide intervention to include community, school, and family involvement in an approach that integrates behavior support plans, social skills training, parent management training, and on-going support to ensure maintenance.

Products: The project will develop a community-based, family-focused model of early identification and intervention for young children with or at-risk of EBP. It will implement the model at selected Head Start sites; evaluate the model using multiple outcome measures to determine the effectiveness of its components; develop procedures and materials for replication; and disseminate project findings at the state, local, and national levels.

Grant Number: H324M990032

Project CITES: Collaborative Integration Teams for Educating Students

Beginning Date: 8/01/99
Ending Date: 7/31/03

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Purpose: This project integrates five critical educational components into a model for improving on and further developing strategies for serving students with high-incidence disabilities in inclusive secondary content classes. It proposes the improvement of a collaborative team approach where preservice and inservice teachers and administrators work together with parents, community members, and university personnel to receive and implement a model for serving students in content areas in middle and high schools.

Method: The project will establish a collaborative training and instructional team that includes inservice and preservice special and general education teachers and administrators, as well as university personnel. There will be auxiliary participation by parents, students, and community members. Content will be delivered interactively and include adaptation of the curriculum and best practices. The model will be continuously improved through student performance information feedback and classroom observations.

Products: This model will help move research into practice in a systematic, sustainable, and replicable manner, based on the establishment of collaborative teams, the opportunity for all stakeholders to provide input and to reflect on the model, modification of the curriculum around knowledge forms, a feedback loop to monitor student performance and instructional effectiveness, and a mechanism to disseminate findings and model parameters in various ways to provide a support network as professionals move from preservice to inservice.

Grant Number: H324M990035

Innovative Model of Problem-Solving Assessment and Collaborative Teams (Project IMPACT)

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Beginning Date: 8/15/99
Ending Date: 8/14/03

Purpose: This project was designed to address the need for a problem-solving model of special education service delivery that meets the needs of a large, urban school district with a large percentage of students living in poverty and the need for information on how to implement and sustain the model in such a large district. The Innovative Model of Problem-Solving Assessment and Collaborative Teams (IMPACT) will enhance, implement, and evaluate the model and create and disseminate information and tools that states and districts can use to implement and evaluate similar models.

Method: IMPACT will work in collaboration with Milwaukee Public School District staff to implement and evaluate the model. This partnership will allow the district to significantly enhance the services school psychologists and consulting teachers provide to regular and special education teachers, parents, and students. A large component of IMPACT is evaluating how well the model serves the needs of an urban district. A multiple baseline design implementation process is proposed to document the causes of hypothesized changes, and a combination of qualitative and quantitative data analytic techniques will be employed. IMPACT will build capacity within the district to ensure that the model will continue to have a positive impact on the results of services that students receive in regular and special education.

Products: The project will create and institute a functional system of service delivery that permits accurate and efficient identification, intervention planning, and progress monitoring strategies for urban children. This problem-solving system of service delivery is expected to improve the knowledge base of related services and diagnostic personnel (school psychologists and consulting teachers), teachers, and parents, which should, in turn, help them modify the ecology-of-learning environments in ways that produce improved academic and behavioral results for culturally diverse urban children.

Grant Number: H324M990037

Choice Making for Elementary Students

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Beginning Date: 1/01/00
Ending Date: 12/31/03

Purpose: The purpose of ChoiceMaking for Elementary Students is to develop an effective elementary-age version of the curriculum and lesson packages. Educators, parents, and students with disabilities will be involved in the development process.

Method: The lessons will be based on the ChoiceMaker Curriculum concepts: 1) choosing goals — students identify their interests, skills, and limits in various school and life areas, then use them to choose their goals; 2) expressing goals — students participate in their IEP meetings or school parent-teacher conferences to develop ownership of their goals and education; and 3) taking action — students learn methods to attain their IEP and other goals. Lessons will be written for use in inclusive settings, with adaptations to meet the needs of students with more severe cognitive or affective needs.

Products: The final curriculum will consist of detailed modules and materials that can be used in elementary schools across the country. It will be field-tested in urban, rural, and suburban schools with students from diverse backgrounds and in a variety of settings. Input from people in these varied settings will contribute to the lessons' versatility and usefulness in a wide variety of schools or organizations that provide services to elementary students.

Grant Number: H324M990044

Establishing a Foundation for Self-Determination in Young Children with Multiple Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The goal of this project is to develop classroom-wide instructional approaches that will establish the foundations for self-determination in young children with low-incidence disabilities.

Method: Two sets of materials that describe how to teach functional communication skills and mastery of the physical environment to children with low-incidence disabilities in regular classroom activities have been developed. These materials show the teacher how to assess the communicative and cognitive skills of the nonverbal child and how to evaluate the degree to which specific classroom activities encourage or discourage the

development of these skills. The project will take these two sets of materials and integrate them in demonstration and replication phases in classrooms that include nonverbal children with low-incidence disabilities (pervasive developmental disorders, deaf-blindness, and multiple disabilities). The goal will be to demonstrate how teachers may provide opportunities for children to develop new communicative and cognitive skills across the entire spectrum of everyday classroom activities. The project will be conducted in regular public schools in Oregon.

Products: Final products will include print and video materials designed to show teachers how to assess their students, how to weave opportunities for their students to master the social and physical environments into all activities, and how to evaluate the success of their classrooms in promoting self-determination.

Grant Number: H324M990052

Promoting a Self-Directed Future for All Students

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The project has developed an instructional model for addressing the issue of how to promote self-directed transition planning for adolescents with and without disabilities. The purpose of this project is to demonstrate, evaluate, document, and disseminate components available and supported within the instructional model but not yet widely practiced and thoroughly evaluated.

Method: The focus of this project is on delivering the instructional model within two types of inclusive settings: one involving younger secondary students, and the other involving older secondary students. The settings are designed and implemented by collaborative teams consisting of general and special education teachers, parents/advocates, and students. The project will conduct the model demonstration activities and extensive evaluation of these components in Ohio across three project years. The implementation of this project will be accomplished through a close collaboration between staff at the University of Oregon, where the program was developed, and Ohio State University, where coordination of classroom and dissemination activities will occur with other implementers in Ohio.

Products: User guides will be developed and disseminated and the results of this project will offer substantial guidance for sites in other locations to replicate the model.

Grant Number: H324M990060

BRAIN STARS (Brain Injury: Strategies for Teachers and Re-Education for Students)

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Beginning Date: 5/01/99
Ending Date: 4/30/03

Purpose: BRAIN STARS is a comprehensive consultation, education, and service delivery program designed to meet the needs of children who have sustained traumatic brain injury (TBI). The BRAIN STARS problem-solving curriculum, a group treatment program for children and adolescents, is designed to develop the child's ability to solve problems more effectively and to provide a supportive environment for increasing prosocial coping skills. The program includes three key elements: 1) the development and publication of a manual to educate and guide parents and teachers regarding positive psychoeducational approaches to traumatic brain injury; 2) a cognitive retraining group curriculum focused on teaching problem-solving strategies in a supportive social context; and 3) dissemination of training materials to school personnel to be used in educating their TBI team specialists.

Method: The BRAIN STARS program will be implemented in five school districts, with target impact on 150 families and 200 school personnel during the four years. Formative and summative program evaluation procedures will improve the quality of the program as it is being implemented and assess the impact of the program upon its completion. This collaborative model brings together parents, key school personnel, and an interdisciplinary rehabilitation team of brain injury specialists providing consultation, education, and support to the key people involved in the child's re-entry to school.

Products: The BRAIN STARS manual will offer a thorough explication of behavioral and academic problems characteristic of children post-TBI and provide functional, practical interventions and specific curricular modifications targeted at these deficits. The manual will be geared specifically toward preparing teachers and parents to work together to develop useful, realistic, and effective classroom interventions.

Grant Number: H324M990064

CC EPIC (Cross Cultural Education Program in Indian/Deaf Culture)

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Beginning Date: 7/01/99
Ending Date: 6/30/03

Purpose: This demonstration project will address the need for a validated model for teaching students with disabilities about cultural diversity by supporting the refinement and replication of the EPIC model developed by the North Dakota Center for Persons with Disabilities. This project will support further development and testing of a model that: 1) provides opportunities for students with disabilities, who are members of minority cultures, to learn about their cultural heritage; 2) enables minority children who are not Deaf to learn about Deaf culture and American Sign Language (ASL); 3) provides an experiential model in which students in an inclusive setting can learn about different cultures; and 4) provides motivation and confidence-building opportunities for students with disabilities.

Method: The project staff will work to demonstrate the efficacy, replicability, and sustainability of the EPIC Model. This model uses five steps: 1) develop a culturally relevant script for a theatrical production; 2) develop supporting materials for conducting workshops with elementary school children that run in conjunction with the theatrical production; 3) conduct a summer theatrical program to teach minority students with disabilities how to present the theatrical production and how to conduct the workshops in elementary schools; 4) deliver the production and workshops during the academic year; and 5) gather and use follow-up data to refine the production and workshop.

Products: This model, replicated within other minority cultures, can function as a tool to combat intolerance and teach respect for diversity.

Grant Number: H324M990066

Project CALL: Contextualized Approach to Language and Literacy

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will provide a model for assisting family members, teachers, teachers' aides, and speech-language pathologists (SLPs) in meeting the language and literacy needs of preschool children in culturally and linguistically diverse, inclusive, Head Start classrooms. By emphasizing scripted play activities within the context of book reading, children will be supported in making the transition to literacy.

Method: Through a three-phase process of reading, telling, and guiding the re-enactment of stories, family members, teachers, teachers' aides, and SLPs will work collaboratively to implement a variety of instructional strategies, and to achieve interrelated goals in the areas of language, literacy, and cognition. Both regular and special needs preschool children enrolled in Head Start classrooms at three different sites in southern Rhode Island will participate in Project CALL instruction. In year one, two classrooms will receive CALL instruction. In year two, four classrooms will participate, and in the final year, six classrooms will receive Project CALL instruction. The effectiveness of this model will be evaluated in four ways: a quasi-experimental between-group comparison; an analysis of individualized goal attainments; a qualitative analysis of classroom interaction; and a follow-up component which tracks the progress of these Head Start children into kindergarten and first grade.

Products: A total of 108 preschoolers will take part in this project. Over the life of the project, eight teachers, ten teacher assistants, six coordinators from Head Start, four project staff with training in speech-language pathology from the University of Rhode Island, and parents of the Head Start children will participate in implementing Project CALL.

Grant Number: H324M990078

CBCN Project: Computer-Based Collaborative Notetaking (CBCN) for Postsecondary Students Who Are Deaf or Hard of Hearing

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Beginning Date: 5/01/99
Ending Date: 4/30/03

Purpose: This four-year model demonstration project will implement, evaluate, and disseminate an innovative approach for enhancing the academic success of postsecondary students who are deaf or hard of hearing. The CBCN Project has four objectives: 1) to increase the number of deaf and hard-of-hearing students who enter postsecondary programs; 2) to increase the academic achievement, retention, and successful completion rates of these students by providing computer-based collaborative note-taking (CBCN) as an academic support service; 3) to increase the number of two-year postsecondary institutions offering CBCN as a cost-effective, academic support service; and 4) to increase the number of students who are deaf or hard of hearing who successfully transition from two-year postsecondary programs either to four-year educational institutions or to vocational employment due to success with computer-based collaborative note-taking (CBCN).

Method: The CBCN Project will be implemented within an outcome measurement system providing for systematic evaluation of project outputs (accomplishment of project activities) and project outcomes (achievement of project objectives). The system provides ongoing, reliable information about project management and project impact for both formative and summative evaluation goals. Advantages of the CBCN system include the student's ability to take notes simultaneously with a notetaker-partner, interact with the notetaker for clarification, and leave the class with sets of electronic notes for studying later.

Products: A replication package will be created and used to extend the model to two-year postsecondary institutions in other western states and across the United States.

Grant Number: H324M990080

Benchmarks: Inclusion of Infants and Toddlers with Disabilities in Natural Settings through Training in Collaborative Consultation

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The purpose of this project is to develop and implement a model of training to ensure that family members, early intervention providers, infant/toddler caregivers, and teachers have the prerequisite knowledge and skills in collaborative consultation to promote the successful inclusion of infants and toddlers with disabilities in natural settings.

Method: The project will: 1) identify recommended practices or "benchmarks" for successful inclusion through a process of national field-validation; 2) develop a model of training in collaborative consultation skills for

successful inclusion; 3) implement the model of training for family members, early intervention providers, infant/toddler caregivers, and teachers to support the successful inclusion of young children with disabilities; and 4) coordinate and promote support for the model among state and local level planners, family members, providers, and advocates. The project will develop a curriculum and supporting materials for training in collaborative consultation based on "Benchmarks of Inclusion." The model will be field-tested and evaluated in a two-city, two-county area of Virginia's Tidewater region in year two and expanded to the remainder of the Tidewater region during years three and four.

Products: The project will result in a replicable model of training in collaborative consultation for family members, early intervention providers, infant/toddler caregivers, and teachers that meets a national priority to include and serve infants and toddlers with disabilities in natural settings.

Grant Number: H324M990085

Project Disability Bullet: A Peer-Mentor Disability and Violence Training Model

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Beginning Date: 5/01/99
Ending Date: 4/30/03

Purpose: This four-year model addresses the need to reintegrate into the community an increasing population of individuals disabled as a result of violence. It will promote the training of peer-mentors as the bridge between medical rehabilitation and the objectives of education, employment, independent living, self advocacy, and physical fitness.

Method: The overall objectives of this program are to develop, implement, and disseminate a peer-mentor curriculum and model. A manual will be produced to address self-advocacy skills, education and employment counseling, independent living, and physical fitness. Two culturally sensitive video programs will be produced that offer solutions to the challenges of community integration. During the second year, a cohort of four peer-mentors will be trained and a peer-mentoring model will be implemented at two sites. During the third year, a second cohort of four peer-mentors will be trained and the model will be implemented in an additional two sites. The fourth year will be devoted to maintaining and improving the quality of the services delivered by the peer-mentors in the four sites and nationwide dissemination and replication of the program.

Products: The program will produce a culturally sensitive curriculum, including a manual and video programs, that addresses the needs of the population of individuals who were disabled as a result of street violence, and it will train eight peer-mentors. Dissemination and replication of the program will make the curriculum and information about model implementation widely available.

Grant Number: H324M990095

Project REC Model and Transition: REC (Recreation and Education in the Community) Model Demonstration

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Beginning Date: 10/01/99
Ending Date: 9/03/03

Purpose: Project REC (Recreation and Education in the Community) at the Institute for Community Inclusion (ICI) at Boston Children's Hospital and the Federation for Children with Special Needs have realized the need to develop a support network of trained professionals and community members who are able to promote the successful transition of youth with disabilities from school to adult life where social well-being and recreation are concerned.

Method: This project will develop the capacity of five Massachusetts school districts to adopt and demonstrate the REC Model with transition-aged students and it will assist 150 students (ages 14-22), from a wide range of cultures and disabilities, to identify and pursue social, recreation, and leadership roles that are available to the general population. The project will train a minimum of 500 parents (emphasizing outreach to parents of diverse cultures), 100 students without disabilities, and 100 recreation and education professionals (e.g., community college personnel) on incorporating recreation social issues into transitional planning. The project will also collaborate with the Department of Education and the Massachusetts Partnership for Transition Coordinating Council to ensure that recreation and social issues are included in all statewide efforts on a policy and local level.

Products: Products will include Internet resources, self-instructed materials, and a CD ROM and will provide information on changing recreation and social needs of all students moving from school to adult life, including the "how-to's" of including recreation in transitional planning with an emphasis on student choice, self-determination, friendship building, and leadership skills. The project will disseminate model materials nationally via the ICI World Wide Web site and University Affiliated Program networks, mailings, newsletters, and professional organizations.

Grant Number: H324M990097

FAMILY LINKS: A Developmental Relationship-Focused Intervention for Children with Autism/PDD and Severe Behavior Disorders

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: Developmental relationship-focused intervention (DRF) is an increasingly popular alternative for addressing the needs of young children with severe social-behavioral disorders including autism/pervasive developmental disorder (PDD). This treatment approach is predicated on the belief that parents are children's primary teachers during early childhood. By helping parents become more responsive to their children, DRF addresses the socioemotional needs of children by improving the quality of the attachment relationship between parents

and their children, increasing children's communication with their caregivers, and promoting children's motivation to socialize.

Method: This demonstration project will develop curriculum materials and training supports that are needed to address social and behavioral problems of children in early intervention (EI) and early childhood special education (ECSE). It will demonstrate this model with a sample of 45 children with severe behavior disorders and their parents in three sites. Services will begin in children's EI programs (12 months) and continue through their involvement in ECSE (12-30 months). This facet of the model is designed to demonstrate continuity in the philosophy and strategies these programs use to address social and behavioral problems throughout the early childhood years. The project will collect cost data on the implementation of this model to determine whether this approach might be a cost-effective alternative for addressing social behavioral problems, and it will evaluate the effects of DRF intervention on children's social, behavioral, communicative, and cognitive functioning at home and school as well as the impact of this model on parents and families.

Products: Materials and results from this model demonstration project will be disseminated through conference presentations, publications, a newsletter, and a World Wide Web site.

Grant Number: H324M000016

Strategies for Promoting School to Work Transition for Students with Emotional/Behavioral Disorders

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Beginning Date: 5/01/00
Ending Date: 7/30/04

Purpose: This project will provide students with emotional and/or behavioral disorders the educational and vocational opportunities to enable them to achieve the skills needed for a smooth and successful transition into the work force.

Method: The project will establish a collaborative model including school-based learning and supported work experiences, based on identified student interests, to promote successful transition outcomes. The project incorporates three core elements noted in the School-to-Work Opportunities Act of 1994: 1) school-based learning; 2) work-based learning; and 3) connecting activities. School-based learning will consist of a transition curriculum that addresses career awareness, career interests and exploration, the development of work habits, work attitudes, and related independent living skills. Work-based learning experiences will be developed with students in cooperation with community businesses.

Products: The project will serve a total of 30 students phased in over a four-year period. Students in the first three years will be selected from a day treatment/special education setting, while students in the fourth year will be chosen from a residential treatment facility. A primary outcome to determine project effectiveness is the number of students who secure employment as a result of their participation in the project.

Grant Number: H324M000025

All Children Can Experience School Success (ACCESS)

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: This project will: 1) develop and implement a model of training to ensure that general educators have the knowledge and confidence needed to successfully include children with disabilities in regular education settings, kindergarten through grade three (K-3); 2) field test and evaluate the model of training in local education agencies (LEAs) in southeastern Virginia; 3) coordinate project activities with the state educational agency (SEA) and LEAs, and foster collaboration among families, K-3 general and special educators, and related personnel; and 4) make the All Children Can Experience School Success (ACCESS) model available through local, statewide, and national dissemination.

Method: The project will develop a curriculum and supporting materials, building on a prototype used by over 3,300 child care providers and early childhood educators in over 60 communities in thirteen states. The six-unit ACCESS curriculum will include information on: the legal and theoretical bases of inclusion, including the benefits and philosophy of inclusive education; disability awareness; building relationships with families; including children with disabilities in the K-3 classroom; public education and related services for children with disabilities; and planning for each new child with disabilities in the classroom. The curriculum will be developed with the help of an advisory planning group including school administrators, families, general and special educators, special education advisory committee members, school board members, and a special educator with a disability who will serve as a consultant for the project. Parents of children with disabilities have been and will be involved in all phases of model development.

Products: ACCESS training will be provided to 375 general educators who will successfully include approximately 1,500 children with individualized education programs (IEPs) in regular education classrooms. The project will result in a replicable model that meets a national need for training educators to successfully include children with disabilities in grades K-3 regular education settings.

Grant Number: H324M000032

Using Alternate Assessment Outcomes to Improve Student Progress

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Beginning Date: 8/01/00
Ending Date: 7/31/03

Purpose: In collaboration with the Charlotte Mecklenburg School system, the University of North Carolina at Charlotte proposes to develop a model for using alternate assessment outcomes to improve progress for students with moderate and severe disabilities. The need exists for a model to demonstrate how to use results of alternate assessments to benefit students, because 2000-2001 will be the first year when many school districts begin to

review and disseminate alternative assessment results as called for by IDEA 97. The project will increase knowledge and understanding of educational accountability by determining how to use alternate assessment information for the benefit of students.

Method: The proposed model will include curriculum cross referencing, curriculum team planning, and linking formative evaluation (progress monitoring) with summative evaluation criteria (state standards). The model will be developed through a synthesis of research and best practice and validated with stakeholders. The project will build on existing strategies to improve progress for students with moderate and severe disabilities by linking these procedures to alternate assessment criteria (i.e., state standards). After an initial pilot year with five students, the model will be fully implemented with 20 students with moderate mental disabilities and autism, and then replicated with 20 more students with severe disabilities in the third year. In the third year, the model will also be replicated with five students in a small district. Evaluation of the model will be based on alternate assessment scores, direct student assessment, a curriculum-based assessment, and an IEP review. Teacher and parent evaluation will also be conducted.

Products: In addition to the benefits to the 50 children directly involved, their case studies will provide concrete guidelines for how to improve progress for students with moderate and severe disabilities based on alternate assessment outcomes. The model will be disseminated with written guidelines, case studies, a videotape, and a Web site. "Level of use" of the model within and across states will be used to determine the overall project's impact.

Grant Number: H324M000047

I CAN! Interactive Collaborative Autism Network: Online Modules for National Dissemination

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Beginning Date: 8/01/00
Ending Date: 7/31/04

Purpose: This project is a collaborative effort among the State Departments of Education of Connecticut and Minnesota and the University of Kansas (KU) (with endorsement from the Kansas State Department of Education) to prepare teachers and other direct service professionals to educate children and youth with autism spectrum disorder (ASD), using a World Wide Web site as a means of supporting and facilitating training.

Method: The Interactive Collaborative Autism spectrum disorder Network (ICAN) will offer: 1) high-quality online training; 2) ongoing and responsive technical assistance; 3) direct access to information resources that can be downloaded for immediate "hands-on use; 4) links to other World Wide Web sites that support use of effective strategies with children and youth with ASD; and 5) links to research projects that offer scholarly information. This program will also create among professionals a hub for meaningful networking, collaboration, and sharing among users through the use of a listserv and a sharing of portfolios. Each partner has designed a team of individuals who will contribute content for the World Wide Web-based program and will support its use in the three states. In addition, each partner will sponsor an annual conference that will allow program participants to meet, exchange resources, and gain new information. Such training efforts will enable schools and agencies to better meet the demand for teachers, consultants, and related-service professionals. Recruitment and retention of

individuals who are ethnically and culturally diverse and/or have exceptionalities are integral components of the project.

Products: At the end of the project, a series of online modules will exist that can be accessed nationwide by individuals interested in learning about ASD.

Grant Number: H324M000049

Collaboration and Family Involvement in Functional Assessment

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: This model demonstration project is a collaboration with local and state educational agencies and family organizations to develop, implement, and evaluate a comprehensive approach for promoting family involvement in the schools' functional behavior assessment (FBA) and behavior support processes for students with developmental disabilities.

Method: The model will include: 1) a concentrated program of initial training for core school personnel and collaborating family representatives; 2) an ongoing district-wide awareness effort that will include informational workshops and written materials to inform teachers, families, and members of the community about FBA and positive behavioral support; 3) training of school personnel in a family collaborative model of FBA and positive behavior support; and 4) a systematic plan of facilitation designed to promote the involvement of family members as full team partners for the purpose of conducting a FBA, designing a behavior support plan, and implementing a program of positive behavior interventions and supports. The project was developed by a partnership of educators and family members. The Division of Applied Research and Educational Support (DARES) at the University of South Florida will work closely with participating school districts (including Pasco County Public Schools) and the Family Network on Disabilities (the state's Parent Training and Information Center).

Products: Each element of the model will be evaluated with multiple methods of data collection, and detailed facilitation guides, training materials, and other replication materials will be carefully field-tested, revised, and refined. Development and dissemination will be facilitated by the Florida Department of Education and several federally funded training and technical assistance centers in the areas of functional behavioral assessment and positive behavioral interventions.

Grant Number: H324M000051

Bridging the Gap: A Model Demonstration Project for Moving the DEC (Division of Early Childhood) Recommended Practices into Actual Practice for Young Children with Disabilities and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: Research in the field of Early Intervention and Early Childhood Special Education (EI/ECSE) has documented effective practices for improving outcomes for young children with disabilities. However, the widespread adoption of these practices has been hampered by at least three major challenges: 1) a thorough synthesis of the knowledge base; 2) the effective translation and dissemination of this information for stakeholders—families, practitioners, administrators, and personnel trainers/technical assistance providers; and 3) a model of administrative, training, and systems change strategies needed to implement and sustain high-quality services to children and families. The Division for Early Childhood (DEC) began addressing the first two challenges by using information from a review of the research literature and a series of focus groups of stakeholders to develop and validate a set of recommended practices and produce materials designed specifically for the four stakeholder groups. Bridging the Gap will address the third challenge to the adoption of recommended practices by developing a model for facilitating the sustained use of the identified practices through systems change and training procedures.

Method: The project will: 1) develop a model for facilitating the sustained and widespread use of recommended practices in early childhood programs; 2) implement the model with two sites in collaboration with systems change teams from the sites in order to build the programs' capacity to effectively implement the practices over time; and 3) evaluate the model, the materials, and the outcomes of the project on both a summative and formative basis using ongoing evaluation data to improve and revise the model.

Products: The project will disseminate information on the practices, the model, and outcome data through DEC and its partner organizations.

Grant Number: H324M000055

The School-wide Equity and Excellence Model (SEEM) School Demonstration Project

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Beginning Date: 8/01/00
Ending Date: 7/31/04

Purpose: The effect of school reform efforts on improving the social and academic outcomes of students with disabilities is paramount. As school reform efforts are implemented it is necessary to know: 1) that the problem

of overrepresentation of poor and diverse students in special education is resolved; and 2) how the use of accommodations, modifications, and adaptations enable students with disabilities to achieve state-adopted content and performance standards. The purpose of this project is to develop, field test, evaluate, and disseminate the School-wide Equity and Excellence Model (SEEM) approach, a newly piloted and validated comprehensive school reform model. This research-based model will improve schools' capacity to enable students who are poor, diverse, and receiving special education services to meet challenging local, state, and national standards.

Method: This model is the result of a collaborative partnership among staff and faculty from the University of Kansas' School-wide Equity and Excellence Model Center, Kansas State University's College of Education, and leaders in Topeka Public Schools and Emporia Public Schools. Rigorous field tests evaluating the efficacy of the SEEM School approach in five elementary schools within two Kansas school districts will be conducted during the life of the project.

Products: A rigorous data-driven program evaluation model will be used to determine the efficacy of the School-wide Equity and Excellence Model and to provide a blueprint for replication. Other schools will be able to replicate the SEEM School approach with compelling evidence that the opportunity for students with disabilities to achieve high standards is built into the design.

Grant Number: H324M000069

Community Connections: Promoting the Participation of Young Children with Disabilities in Community Settings

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Beginning Date: 7/01/00
Ending Date: 6/30/04

Purpose: This model demonstration project will facilitate the participation of young children with disabilities in their communities. The objectives of this project are to: 1) create a task force of community leaders and families; 2) develop, implement, and coordinate information and awareness activities; 3) provide opportunities for networking and support; and 4) coordinate and provide training and technical assistance.

Method: The project will be implemented in Prince George's County, Maryland, a large, predominantly African-American suburban county bordering the District of Columbia. The project emphasizes the coordination of existing programs in Prince George's County. The community task force will consist of community providers and parent representatives who are interested in promoting community participation in Prince George's County. Its purpose will be to identify and promote linkages among families and key groups in the community. It will also provide input and advice to project staff in developing and implementing other components of the model. The networking and support component emphasizes building networks and developing linkages for both community participants and families. The training and technical assistance component will identify and coordinate existing training opportunities, develop training modules to address gaps, and provide training using a trainer of trainers' approach.

Products: Project tasks will be accomplished by conducting community forums, preparing and disseminating the "Community Connections Newsletter," developing linkages with families, and holding informal, family-to-family support gatherings. The information and awareness component of the model will : 1) establish and implement a public awareness plan; 2) create and administer a Community Connections World Wide Web site to provide

information about community resources to families and providers; and 3) prepare and disseminate a "Community Resource Guide."

Grant Number: H324M000070

Maryland Transition Service Integration Project for Students with Severe Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: This service model will ensure that individuals with severe disabilities leave public school at the age of 22 fully included in their home communities with an integrated and individualized job at or above minimum wage, and with a stable system for long-term support of career expansion, recreation, postsecondary education, and community living services, authorized and in place prior to graduation.

Method: The project will adapt and expand an existing model developed originally in California to meet the unique requirements of the systems in the state of Maryland that provide support for the transition from school to adulthood for individuals with severe disabilities. The transition model will better integrate the resources, expertise, and responsibilities of the three systems responsible for transition: the local public schools, the Maryland Department of Rehabilitation Services, and the Maryland Developmental Disabilities Administration, at the point when these students age-out of public school. This model development and expansion effort will take place, initially, in Montgomery County, Maryland, and extend to other selected areas in Maryland.

Products: Implementation of this project model will result in the seamless transition of 120 individuals with severe disabilities. Sustained post-project activities will impact hundreds more students in Maryland and elsewhere.

Grant Number: H324M000086

Peer Coaching Rural In-Service Model (PRISM)

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: The Peer-Coaching Rural In-Service Model (PRISM) will demonstrate the effectiveness of two unique personnel training procedures. First, PRISM staff will test the efficacy of a peer-coaching approach to develop effective classroom management skills for teachers in rural and remote schools in three Midwestern states. Second, PRISM will test the effectiveness of an Internet-based teacher support system for ongoing inservice training. Four goals have been established, which are to: 1) develop an Internet-based network for participating rural schools in North Dakota, South Dakota, and Nebraska; 2) create the resources for implementing the project; 3) implement and evaluate the model; and 4) produce and disseminate materials for replicating the model.

A peer coaching model was chosen because it removes many of the negative experiences of professional evaluation from the process, reduces teaching isolation, builds a community of teacher-learners, and encourages professionalism. With peer coaching, teachers become more skillful in using new teaching approaches, they use those approaches more frequently and over a longer period of time than do non-coached teachers, and they report anecdotally that their students learn and behave better in the classroom after peer coaching has been implemented.

Method: Peer coaching is a collegial, non-judgmental system of reciprocal assistance for teachers who are attempting to learn new skills. Essentially, two teachers form a partnership to learn a new intervention skill and improve student performance in the classroom. After one teacher has demonstrated success with a skill, the second teacher begins the developmental process by planning, attempting, and reviewing her performance with data gathered by the first teacher. Peer coaching can be effective in rural schools where typical inservice models are ineffective because there are often few experts who can provide training. This project will develop a comprehensive model and ongoing supportive training that is readily accessible, is research-based, and produces lasting changes in teacher behavior and student learning.

Products: The PRISM Project will gather data to evaluate the effectiveness of a peer coaching model of rural, inservice teacher training in classroom management that is supported by an accessible, Internet-based network.

Grant Number: H324M000089

Work Incentives and Alternative Resource Development for Student Employment — "WISER"

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Beginning Date: 7/01/00
Ending Date: 6/30/04

Purpose: Project WISER (Work Incentives and Alternative Resource Development for Student Employment) will increase the number of employed students with severe disabilities graduating from special education in rural remote areas, by creating an innovative model of transition planning which maximizes the use of innovative resources such as Social Security Work Incentives and Natural Supports to promote the provision of quality, community-based, paid work experience and longitudinal transition planning.

Method: The model will be developed and implemented in eight rural schools in the Bitteroot Valley and on the Flathead Indian reservation, placing 40 students with severe disabilities over the course of four years. Local capacity will be enhanced through: 1) on-site technical assistance and training around transition planning, community-based work experience, supported employment, and alternative resource development; 2) peer mentors for parents and students; 3) development of local interagency transition councils; and 4) creation of consumer-controlled alternative funds and resources, thereby increasing student and family choice and empowerment during transition.

Products: The project will result in a model of transition planning that will increase the number of students with severe disabilities in rural areas who graduate and become employed.

Grant Number: H324M000098

Model Demonstration Projects for Children with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: This model demonstration project will develop a functional, standards-based occupational preparation program for high school students with moderate/severe disabilities. The five major goals are to: 1) identify key components and strategies for a secondary occupational program option; 2) develop a secondary program option for students with moderate/severe disabilities; 3) pilot test the newly developed secondary program; 4) refine, finalize, and market the occupational program; and 5) complete the statewide implementation of the model high school preparation program for students with moderate/severe disabilities.

Method: This model program will be guided by an advisory board and pilot tested through eight school systems that have proven, exemplary high school transition programs. Multiple evaluation strategies will be employed to obtain on-going feedback and to assess program effectiveness.

Products: Upon completion of this model project, Alabama (and other states) will have a standards-based high school program designed to better prepare students with moderate/severe disabilities to assume young adult roles and responsibilities through community integration and employment.

Grant Number: H324M000104

Model Demonstration Project CLEAR: Coaching, Leadership Education and Restructuring

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Beginning Date: 9/01/00
Ending Date: 8/31/04

Purpose: The Coaching, Leadership Education and Restructuring (CLEAR) Project will develop, support, utilize, evaluate, and replicate a Leadership School Team model to enhance the quality of current and planned inclusive schooling across age levels in the urban districts of San Francisco and Oakland California.

Method: The project will make a significant contribution to important work in these areas by demonstrating: 1) a generative model for building schools' capacities to sustain change over time themselves; 2) the effectiveness of cross-constituency school teams in providing inclusive school leadership within the school and to others; and 3) the effectiveness of resource-building across schools through on-line and in-person networking among leadership teams to facilitate the congruence and alignment of inclusive efforts for students with disabilities with the school's related reform efforts that target the needs of the diverse learning community. The project will involve all key stakeholders from families to students, educators, administrators, and related community personnel.

Products: The project will develop a total of 32 Leadership and 24 New Partner schools, multiple support systems, and products for replication and dissemination.

Grant Number: H324M000111

FAMILY TIES: Enhancing Parent Involvement in the Education of Preschool Children with Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/04

Purpose: Based on studies that suggest that parents' style of interaction with their children may have a greater impact on children's later IQ and reading ability than attendance in a preschool program, this project will develop a parent education model for preschool special education that incorporates two innovative features into its design: 1) relationship-focused intervention procedures used with birth to three-year-old children focusing on the developmental and preacademic issues addressed in preschools; and 2) emphasis on the use of assistive technology in the home.

Method: During the first three years, the model will be field tested in a variety of classroom-based and parent-focused intervention combinations. In the fourth year, the model will be field tested in a low-income school district.

Products: Evaluation will determine whether this model 1) promotes parental responsiveness; 2) enhances parents' ability to incorporate assistive technology into children's environments; and 3) impacts children's development.

84.324N
Initial Career Awards

Grant Number: H324N980017

Improving the Efficacy of Classroom Interventions for Students with ADHD and Related Concerns

Project Director: Ervin, Ruth
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Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This project will address the need to improve the efficacy of school-based assessment, intervention selection, and progress monitoring for students with attention deficit hyperactivity disorder (ADHD) and related concerns, by focusing on the gap between empirically-based best practices found in the research literature and current practice in elementary school settings.

Method: The project will train school-based intervention assistance teams in best practices in assessment, intervention selection, and progress monitoring for students with ADHD. A multiple baseline design for implementation of training will allow for both within and between group analyses of effects training.

Products: The impact of this training on service delivery to students with ADHD, teaming process and outcomes, and consumer satisfaction with these outcomes will be documented and results will be disseminated to groups at a national level. A refired effective, efficient, and practical model will be incorporated into a training manual.

Grant Number: H324N980024

Using Teamwork to Plan Systematic and Functional Environments for Students with Emotional and Behavioral Disorders

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The goal of this project is to develop and test a practical approach to the identification of, and intervention with, students with emotional or behavior problems with the objective of examining the possibility of improving educational services to students with EBD by using a program of positive support.

Method: A prospective, longitudinal cohort design and a single subject design for case studies of students who receive individualized interventions will be utilized to examine existing school records to identify fifth grade

children in need of additional support. Functional assessments by school problem solving teams to systematically develop individualized interventions, and collaboration between parents and schools in planning for transition from elementary to middle school will also be investigated.

Products: A procedures manual for future school teams and researchers who may wish to use this model will be developed.

Grant Number: H324N980033

Project VALUE: Valid, Adult-Mediated Literacy Instruction Which Is Useful and Efficient

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purpose of this project is to develop and evaluate feasible methods for preventing reading failure by analyzing feasible and cost-efficient methods of reducing the number of students who would typically qualify for special education services and then to develop intensive intervention, thereby enabling school systems to use existing resources more effectively.

Method: Year one will focus on examining efficient means of increasing the literacy skills of at-risk first-graders. These adult-mediated procedures will center around the tutoring routines used in 1st Grade Peer-Assisted Learning Strategies (PALS), but these will be expanded to include scaffolded reading and writing experiences. The project will also examine the effectiveness of a specific metacognitive strategy which includes the use of a few, simple mnemonic aids. The project will use a three-between subjects (adult-mediated instruction vs. adult-mediated instruction with mnemonic strategy vs. contrast) design. The first group will be taught using simple routines similar to those used in 1st Grade PALS. The second group will be taught using the same routines with the incorporation of a mnemonic strategy. The third group will be a no-treatment contrast group, with most students in this group participating in already existing community volunteer tutoring. Approximately 90 at-risk students (determined through screening procedures) from 30 different classrooms will be randomly assigned to the three groups. Pre- and post-test achievement data will be collected on basic literacy skills. Additionally, curriculum-based measurement data of both oral reading fluency and phonemic segmentation fluency will be collected. In Year Two, the project will conduct two studies simultaneously. The first will explore the effectiveness of the program when it is implemented by community volunteers. The project will use a two-between subjects (adult-mediated instruction vs. contrast) design. About 24 classrooms will be involved, including three students per classroom with half of these students being assigned to the treatment group and the remaining assigned to a no-treatment contrast group. In the second experiment in Year Two, the project will develop and test specialized instructional methods which would ultimately be delivered by a certified teacher, most likely a special education teacher in an inclusive setting. These methods will be designed to foster careful, yet automatic attention to all the letters in words. Phonemic segmentation fluency and oral reading fluency will be monitored weekly using curriculum-based measurement (CBM). In Year Three, the project will implement both levels of instruction simultaneously with a new sample of first graders.

Products: Project-related accomplishments will include detailed reports on the findings, a new validated volunteer-based instructional system, a set of procedures for meeting the needs of the most difficult to teach students, and detailed manuals for training volunteers and other service providers to use the methods developed and researched through this project.

Grant Number: H324N990017

Employing Functional Assessment Behavioral Support Planning with Regular Classrooms and with Students At-Risk for School Failure

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of this research project is three-fold: 1) to determine the accuracy of different functional assessment strategies (i.e., teacher interviews, student interviews, parent interviews, and direct observations); 2) to validate these strategies within the school context; and 3) to develop behavior support plans.

Method: Several participant populations will be included in the proposed research: 1) elementary and middle school students who have or are at-risk of emotional and behavioral disorder; 2) elementary and middle school teachers who work with or have knowledge of these students; 3) school-based discipline team members responsible for addressing the needs of students with severe problem behavior; and 4) the parents of the students with severe problem behavior. A series of single subject designs will be used to address the research questions, especially as they relate to the problem behaviors of high functioning students with emotional and behavioral disorders. The project will investigate the relationship between functional assessment strategies and information gained from the student in determining function(s) of behavior and the student characteristics (e.g., age and academic skills that are necessary for students to participate in the functional assessment process).

Products: This research will extend knowledge of the accuracy of student information-related problem behaviors of high functioning students with emotional and behavioral problems in school settings. Dissemination activities will include individualized behavior support plans for 30 students, local and national presentations, a World Wide Web page, journal articles, an implementation manual, and annual reports.

Grant Number: H324N990020

An Empirical Investigation of Teachers' Attitudes toward Their Included Students with Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will inform and improve the education of included students with disabilities by examining and improving teacher attitudes toward their included students and related teacher-student interactions.

Specifically, it will determine which contextual supports and classroom, teacher, and student characteristics are associated with positive teacher attitudes toward their included students and evaluate the effects of an inservice seminar designed to improve teachers' attitudes toward their included students with disabilities.

Method: This investigation will employ a stratified random sample of approximately 16 elementary schools and 224 teachers, involving approximately 5,600 total students — of which approximately 896 are included students with disabilities. Direct observations in a stratified random sample of 12 classrooms will be conducted. A variety of statistical methods (including, but not limited to chi-squares, t-tests, ANOVAs, MANOVAs, simple regressions, and stepwise regressions) will be used to compare teacher attitudes between groups of students and determine which variables are most closely associated with positive and improving teacher attitudes and related teacher-student interactions.

Products: The project will help further understanding of how tolerance theory and a theory of differential expectations apply to inclusive education by testing theory-based predictions. Bulletins, interim and summary technical reports, and program descriptions will be disseminated to all participating schools and eight school districts in the KENT Partnership Network. Conference presentations will be made and a number of articles will be produced for professional journals. A World Wide Web site, linked to Kent State University's College of Education, also will be developed to feature project findings and recommendations.

Grant Number: H324N990028

Integrating Instruction in Self-Determination into Secondary/Transition Special Education Teacher Preparation Programs

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This three-year project will investigate the optimal way to prepare high school special educators and transition specialists so that they will be able to facilitate student self-determination in the transition planning process.

Method: This research project will use a combination of surveys, interviews, observations, and pre-test/post-test measures to determine the best way to prepare teachers. Year I will focus on what is currently being taught to special educators through courses at colleges and universities throughout the United States as well as what special educators currently know and where they learned these concepts and strategies. Year II will focus on integrating this information with current literature on teacher preparation to develop a curriculum for preparing special educators in transition planning and implementation that will include a self-determination component. Year III will consist of field testing this curriculum within the Master's degree concentration in Transition Planning at the University of Nevada, Las Vegas. A single group interrupted time-series design will be used to measure the effectiveness of the curriculum for the preparation of special educators who are competent in facilitating the self-determination of their students.

Products: The curriculum developed by this project will help prepare special educators in transition planning and implementation that encourages self-determination in their students with disabilities.

Grant Number: H324N990029

Special and General Education Teachers' Perceptions, Application and Adaptations of the NCTM's Curriculum and Evaluation Standards for Teaching Math that Improve Math Performance for Secondary Students with Learning Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will investigate special and general education teachers' perceptions, application, and adaptations of the National Council of Teachers of Mathematics standards for teaching mathematics that are designed to improve mathematics performance for secondary students with learning disabilities.

Method: The project involves four studies over a three-year period: two national mail questionnaires and two descriptive case study designs (i.e., in-depth observation and structured interviews). The survey studies will be utilized to investigate national data involving teacher characteristics (e.g., perceptions) and for identifying subsamples for in-depth analysis. Use of case studies will assist with validating survey responses, as well as interpreting and describing statistical relationships (e.g., the nature of modifications needed for students with learning disabilities).

Products: Project-related outcomes and materials include a detailed instructional manual for secondary special and general education teachers that will provide specific strategies, modifications, and adaptations for helping students with learning disabilities. Final reports of project outcomes via referral journals, presentations at regional and national conferences, and seminars for secondary teachers of students with learning disabilities will also be conducted for greater dissemination.

Grant Number: H324N000003

Development and Validation of Indicators of Functional Movement Skill for Infants and Young Children with Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: This project will design and validate individual growth and development indicators (IGDIs) for functional movement skill in young children with disabilities and those at risk for developmental delay. These IGDIs serve two important functions: 1) to monitor children's growth in movement skill so that children with delays in development will be identified quickly and easily by practitioners and caregivers who do not have extensive motor expertise; and 2) to monitor growth in movement skill when children are receiving specific movement-related interventions.

Method: This project is based on the premise that optimal outcomes related to the movement development of a young child are more accurately administered when information on growth is obtained frequently, assessments are conducted in the natural environment, and when intervention strategies are facilitated in a timely manner. The importance of functional movement skill to later development and inclusion in home and community underscores the importance of early monitoring and identification of children who are not growing in functional movement skill and thus in need of assistance. In this project, functional motor "growth indicators" for infants and young children will be developed. The extent to which these tools are a valid and reliable measure, sensitive to growth over time and to intervention, will be analyzed longitudinally.

Products: Benefits of this project will include synthesis of the current knowledge base in movement skill; development and validation of the movement IGDIs; and a broad dissemination of results to care providers, practitioners, and researchers.

Grant Number: H324N000004

Evaluating School Environments and Participation of Students with Disabilities

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This study will examine the role of personal and environmental factors in the participation of students with disabilities in traditional and nontraditional school-related activities.

Method: The participants for the study will be drawn from a random national sample of special and regular education teachers, and survey data will be collected to address three primary research questions: 1) What are the environmental facilitators and barriers to full participation in school activities (including nontraditional curricular areas and extracurricular activities) for students with disabilities?; 2) To what extent do students with disabilities participate in school activities compared to students without disabilities?; and 3) To what extent do severity of disability and various characteristics of the school environment combine to determine the level of participation in school activities for students with disabilities? In the first stage of the project, the sample will consist of approximately 300 randomly sampled special education teachers from across the country. The sample for the second stage of the project will consist of approximately 1,000 randomly sampled middle and high school teachers and 1,000 randomly sampled middle and high school special education teachers from across the country. The three rounds of surveys will ask participants to give their opinions regarding aspects of the school environment (e.g., class size, accessibility of school campus) which they feel promote or hinder the full inclusion of students with disabilities in the complete range of school activities available to all students.

Products: The results of the study will provide much-needed information about the extent to which students with disabilities are able to participate fully in the school experience and the factors that facilitate or hinder that participation.

Grant Number: H324N000022

Project Early Literacy: School Engagement: Check & Connect for K-2 Children with Learning Disabilities in Reading

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project evaluates the effectiveness of preventive intervention for young children identified as at risk for reading disabilities. The intervention, "Check & Connect for K-2 Children," includes a universal screening procedure to identify kindergarten children showing the early signs of reading disabilities. Once children are identified, this project will systematically: 1) monitor alterable risk factors, 2) maintain children's engagement in school and learning, and 3) assess growth in early literacy skills on a regular basis to inform instruction. The goal of Check & Connect for K-2 Children is to provide a proactive system of progress monitoring (Check) and timely intervention (Connect) to prevent the occurrence of reading disabilities in some children and lessen the severity of reading disabilities in other children.

Method: This project is a university-school-home collaboration, which increases the likelihood that the project will be sustained after the three-year period. The project will evaluate the impact of Check & Connect for K-2 Children with four urban elementary schools using a longitudinal design. This design allows for both within and between group analyses. Qualitative analyses will allow for description of the perceptions of teachers, children, and parents, as well as the ability of regular and special education teachers to sustain the preventive program.

Products: This project will positively impact children with learning disabilities who will participate in the study, their parents who will help design the project and evaluate its effectiveness, and their teachers who will help plan, implement, and evaluate the project. The project will have widespread impact and its findings will be disseminated through the cooperating school district, undergraduate and graduate education, the academic and research community, and the Georgia Department of Education's Division of Exceptional Children.

Grant Number: H324N000027

Assessment of Limited English Speakers with Learning Disabilities

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project will identify appropriate and legally defensible assessments of limited English speakers with learning disabilities at the secondary level.

Method: Over a three-year period, an array of authentic reading and written-language work samples using curriculum-based measurement and dynamic assessment techniques will be collected from three types of Spanish-speaking students—bilingual students, limited English speakers in special education (identified with learning

disabilities), and limited English speakers outside of special education. A range of classroom educators and specialists (general, special, and bilingual educators and school psychologists) will assess this work, and reliability and validity estimates will be determined.

Products: This process will be used to examine whether curriculum-based measures can differentiate between the work of students with limited English proficiency with true learning disabilities and that of their limited English-speaking peers without disabilities.

Grant Number: H324N000030

A Functional Analytic Examination of Problem Behavior and Reading Difficulties in Young Children

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Beginning Date: 9/01/00
Ending Date: 8/30/03

Purpose: This research will 1) describe and confirm the relationship between early reading failure and the acquisition and maintenance of problem behaviors in elementary students at risk of developing emotional and behavior disorders (EBD) and 2) investigate the use of functional behavior assessment (FBA) to develop behavioral intervention plans (BIP) for students at risk for severe reading and behavior difficulties.

Method: The project will follow recommendations from bodies of literature on reading difficulties and the development of problem behaviors. Screening for reading and behavioral difficulties will be conducted across all first and third graders in a selected elementary school. These screening data will be used to identify students who may be at heightened risk for early reading failure as well as behavioral difficulties in school. Students identified at risk will be further studied using FBA. In year one, eight students (four from each grade) who, based on an experimentally controlled functional analysis, exhibit escape-motivated problem behaviors will be chosen for in-depth longitudinal behavior intervention planning and subsequent monitoring. Their behavior support plans will focus heavily on individualized academic interventions to accompany behavioral interventions. The eight students' reading and behavioral performance will be compared with matched control students who receive more traditional interventions from the school. At the beginning of each of the project's three years, the original grade levels of students will be screened and eight additional students will be identified for FBA-based academic and behavior intervention plans.

Products: Outcomes from this study will improve tools for early screening, early intervention, and effective programming for students who have both reading and social behavior deficits.

84.324P
Research Institute to Enhance the Role of Special Education and Children with Disabilities in Education Policy Reform

Grant Number: H324P000004

Educational Policy Reform Research Institute

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Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: The Educational Policy Reform Research Institute (EPRRI) aims to enhance the role of special education and children with disabilities in education policy reform, by conducting a five-year program of policy analyses, research, and dissemination involving policymakers, practitioners, parents/families, advocates, and consumers. EPRRI's activities are designed to meet the following five goals: 1) develop "Topical Reviews" that provide comprehensive analyses and policy options on selected topics; 2) conduct "Policy Forums" with key stakeholders to identify, analyze, and validate policy issues on critical topics related to accountability-based reforms; 3) conduct a program of field-based research in collaboration with core states and LEA's and on selected emerging issues; 4) provide a cohesive program of study and mentoring to selected graduate students in education policy and/or special education; and 5) disseminate products of the Institute to broad national audiences using multiple formats.

Method: EPRRI staff at the University of Maryland will work in collaboration with staff of the National Center on Educational Outcomes (NCEO) at the University of Minnesota and with the Urban Special Education Leadership Collaborative at the Education Development Center (EDC). EPRRI's activities will be conducted across three overlapping phases. Phase 1 will focus on analyses of the current state of knowledge regarding accountability policies and practices. In Phase 2, EPRRI will engage in a high-quality program of research conducted within four core study states (California, Maryland, New York, and Texas) and on selected other emerging issues. Phase 3 consists of a varied and strategic dissemination program.

Products: The major outcomes of EPRRI's work will include "Topical Reviews," "Policy Forum" proceedings, case studies, and targeted state and LEA studies. These will be disseminated through multiple formats and a strategic plan designed to reach the broadest of audiences. The research products will be adapted as appropriate to the specific information needs of target audiences and will be available in accessible formats on EPRRI's, NCEO's, and EDC's Web sites. Presentations will be made to national, state, and local audiences.

84.324R
Outreach Projects for Children with Disabilities

Grant Number: H324R980034

A Statewide Support Network for Teachers of Children and Youth with Autism: KANSAS (Kansas Autism Network for Statewide Access Support)

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purpose of KANSAS (Kansas Autism Network for Statewide Access and Support) is to develop a statewide information and resource network that will: provide technical assistance; serve teachers, related services personnel, early intervention personnel, administrators, and parents; and enhance the education of children and youth with autism.

Method: Assistance will be provided in a variety of areas and will be tailored to the needs of individual students. Examples of intervention areas include: implementing environmental modifications, developing communications systems, developing behavior change or enhancement programs, preparing students for transitions to the next school level or into adult life, and providing instructional techniques related to the education and behavior of children and youth with autism. Information will be delivered to educators to assist in developing effective teaching strategies through technical assistance programs such as onsite training, inservice programs, telephone support, and collaborative consultation with teachers, early intervention personnel, related services personnel, and administrators.

Products: KANSAS will provide direct assistance to 30 children and youth with autism annually. Project staff will train 15 mini-teams consisting of three professionals and parents who will be charged with transferring their training to others through direct assistance and inservice programs. By the end of this three-year project, a total of 90 individuals with autism will receive direct assistance and 129 mini-team members will be directly trained by KANSAS personnel. An additional 129 days of onsite technical assistance will be provided to children and youth with autism by mini-team members under the supervision of project staff. In addition, mini-team members will conduct 86 inservice trainings to school personnel and parents on developing skills to enhance the quality of life for children and youth with autism.

Grant Number: H324R980036

Promoting Self-Determination in Transition Programming: Implementation of the Steps to Self-Determination Curriculum

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project addresses the need for curriculum and instruction in schools to promote self-determination of culturally and demographically diverse student populations. The College of Education at Wayne State University, in collaboration with local school districts, will implement the "Steps to Self-Determination" model and curriculum in 12 school districts in the states of Illinois, Massachusetts, and Utah. In addition to the intensive implementation efforts in the 12 school districts, broad dissemination strategies will be used in each of the three states and across the nation to extend the project's impact.

Method: "Steps to Self-Determination" is an 18-week instructional program developed for students with and without disabilities at the secondary level. It includes the following components: Know Yourself, Value Yourself, Plan, Act, Experience Outcomes and Learn. The schools selected to participate represent culturally and demographically diverse student populations. Project staff will work with each school to develop an individualized plan to promote self-determination in their setting. Participating schools will receive extensive inservice training and technical assistance support from project staff, which includes both the developers of the materials and site coordinators in each state. Videotape resources will be used to enhance training. Teachers who have successfully used "Steps to Self-Determination" in a wide variety of settings will be available to mentor teachers who are new to the curriculum. Curriculum implementation in each local district will also involve collaboration among school district staff, students, parents, and adult service providers.

Products: National dissemination of implementation strategies and results will occur through conference presentations, electronic bulletin boards, and newsletter and journal articles. A project web page and list serv will be established to disseminate information and to link teachers, parents, and students for problem solving and idea exchange. Dissemination efforts will be coordinated with state education agencies and transition systems change initiatives.

Grant Number: H324R980040

Project Achieve: Demonstrating the Impact of a Comprehensive School Reform Process to Improve the Academic and Social Progress of Disabled, At-Risk and Under-Achieving Students

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Project ACHIEVE is a school reform project implemented in numerous schools that have large percentages of underachieving students who are at risk for academic and social failure and special education placements. The capacity of the project under this grant will be extended from the school-based level to the large-district level. Through its technical assistance and building-wide training focus, the project will continue to decrease student referrals to special education, decrease disciplinary problems, decrease grade retentions, and increase student achievement and academic skills through parent training and involvement.

Method: Project ACHIEVE involves a building-wide in-service training and implementation process that provides all school personnel with knowledge, skill, experience, and confidence in student-focused, intervention-based problem solving for academic and behavioral problems. Based at the University of South Florida, the project will extend these methods to three urban school districts, Baltimore, Cleveland Heights/University Heights, and Pinellas County. Project ACHIEVE will address the major service delivery components of IDEA, ensure interagency coordination at the demonstration sites, work for professional development and product development, and evaluate all components of the implementation process from various stakeholder perspectives.

Products: At the large-district level, the project will focus on student outcomes and evaluations and on replicating and disseminating information about its components.

Grant Number: H324R980042

Project BEAM: Promoting Lives that Shine. Outreach Training to Promote the Social and Adaptive Competence of Young Children Living in Urban Poverty

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of Project BEAM is to promote the adaptive behavior and resilience of children and to support their families. Priority is given to children with special needs living in high-stress urban environments. The target populations for outreach training are professionals, paraprofessionals, and families from early intervention, preschool, and child care programs in designated urban areas.

Method: The project uses a model of training teams to disseminate its intervention frame of reference and employs validated methods of assessment and intervention to promote the social and adaptive functioning of

children in natural inclusive environments. Teams from 15 agencies per year will participate in an institute that addresses coping-related content and training techniques. These teams will return to their individual agencies and implement on-site training. Project staff will provide co-teaching, consultation, and technical assistance to these teams.

Products: Project BEAM will institute an outreach training initiative to build the capacity of agencies to provide early intervention, preschool, and child care services for infants and young children from urban environments. Using the project model, over 2,000 practitioners and parents will receive direct training from the 45 agency teams. Workshops and conference presentations will be conducted as supplemental outreach activities.

Grant Number: H324R980045

Preschool Stress Relief Project (PSSRP)

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project provides stress management training consultation and educational materials to 200 teachers and 225 parents of preschool children with disabilities at multiple sites within five counties in Georgia in an effort to reduce preschoolers' risk factors and increase their resiliency factors.

Method: The project will provide outreach activities at six sites for classroom teachers with a two-day training on the Preschool Stress Relief Project (PRSSRP) model, follow-up activities, technical assistance, and educational materials to implement in the PSSRP model in the classroom.

Products: Three Training of Trainers workshops for 50 community teachers will be conducted. The PSSRP model will be replicated at six sites through training 200 teachers and 225 parents in stress reduction coping skills which will impact over 500 children with disabilities.

Grant Number: H324R980047

Collaborative Planning Outreach Project

Project Director: Smith, Barbara J.
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: In response to national data which reveals that less than 50% of young children with disabilities, ages birth to eight, are served in natural environments such as child care, Head Start, kindergarten, first and second grades, and Chapter 1 programs, and 40% of young children with disabilities are in separate classes and schools, the Collaborative Planning Project will provide outreach training and technical assistance on coordinated, interagency systems planning for increasing inclusion opportunities for young children with disabilities and their families.

Method: Training will focus on the Early Childhood Systems Planning Model. Over the three-year project period, ten collaborative, interagency teams, including family members, located in four states and the Navajo nation

will receive training and technical assistance.

Products: Outcomes include: coordinated systems, blended resources, improved interagency coordination, and increased inclusion at sites that collectively serve 5,000 children and their families. Nationwide workshops will be conducted and a systems planning guide will be produced.

Grant Number: H324R980058

The CMI - Outreach Project

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of the Case Method of Instruction (CMI)-Outreach Project is to expand the use of CMI in early intervention preservice and inservice personnel preparation.

Method: A three-day training program will be offered to instructors in each of six states in the U.S., with a one-day follow-up session scheduled approximately six months following the initial training. Innovative features of this training include: 1) all instructors will participate in training with a partner or team to ensure that they have readily available support for implementing CMI in their own courses or workshops following their participation in training; 2) the curriculum will take participants through a progression of training activities to ensure adequate skills for conducting CMI after training; 3) all training participants will develop written plans for incorporating CMI into their existing training responsibilities (i.e., university courses, workshops/seminars); 4) a follow-up session will be held approximately six months after the initial training to assess participants' implementation of CMI and to address any concerns or areas of difficulty they may have experienced in using the method; 5) all participants will agree to assist in conducting at least one training event in their own state in which they share their knowledge, skills, and experience in using CMI with other preservice and inservice instructors (i.e., train-the-trainer approach); and 6) a state advisory board will be identified and convened in each of the six targeted states to help identify needs and to generate support needed by training participants to follow through with their plans to use CMI and to train others in the method.

Products: The project will conclude with the development and broad-based dissemination of a "how to" manual to assist instructors in incorporating CMI into their training events, the publication of journal articles, the creation and maintenance of a Web page, and presentations at regional and national conferences related to early childhood special education.

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Grant Number: H324R980061

Kentucky Assistive Technology Outreach Project (Ky-ATOP)

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Kentucky Assistive Technology Outreach Project (Ky-ATOP) will build and support the capacity of local school districts to implement assistive technology (AT) to meet the educational and developmental needs of children with disabilities. The information, training, and technical assistance provided by Ky-ATOP will enable local educators, professionals, and parents to make appropriate choices for the use of AT to meet the provisions of the Individuals with Disabilities Education Act.

Method: The project is operated by the Council for Retarded Citizens of Jefferson County through its two existing Regional Assistive Technology Resource Centers. Collaboration with partner organizations, particularly the Kentucky Department of Education and special education cooperatives, enables Ky-ATOP's activities to be integrated into the larger state system, enhancing overall delivery of services and leveraging additional resources in support of project goals. Ky-ATOP builds upon a strong state policy and funding infrastructure to pursue goals and objectives at the local and regional levels by: 1) enhancing the capacity of local school districts to implement appropriate assistive technology, and 2) building a sustainable regional network of practitioners and support personnel to provide ongoing assistance for local AT implementation. The project is based on proven models for local team development and assistive technology training developed by the Florida Assistive Technology Educators Network and the Macomb Department of Education. Local teams of educators, specialists, administrators, and parents receive an ongoing sequence of training and technical support to build their knowledge and skills in evaluating student AT needs and implementing appropriate AT solutions. At the same time, regional support for local efforts is enhanced by coordination of efforts among service providers and the formation of networks among participants and resource persons. The project targets 60 of Kentucky's 120 counties, containing 51% of its students with disabilities. Also included in the target region are three of the state's four counties with the highest percentage of minority students.

Products: Process outcomes expected from the three-year project include: information dissemination to over 20,000 educators, professional specialists, and parents in 60 of the state's 120 counties; training for 43 teams, totaling over 280 teachers, administrators, professional specialists, and parents from 40 to 60 counties in the target region; formation of networks whereby team members share information and provide team and role-group support; and over 10,000 person-hours of local system support, with particular focus on decision makers at the district and school levels. Impact outcomes include: increased use of AT devices by K-12 students with disabilities in participating districts; use of proven training materials and methods in local professional development in 40 counties in its target region; and increases in indicators of local system capacity (AT funds spent, administrative support, parent support, and use of regional resources).

Grant Number: H324R980077

Project WIN: The Web Inclusion Network

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Project WIN will provide outreach training to educators on the topic of validated, effective inclusion practices that address the needs of children and youth with disabilities in general education classrooms.

Method: A model World Wide Web site will be developed with multiple outreach functions, including showcasing exemplary inclusive program features from a variety of demonstration sites across the country, and offering ongoing technical assistance and quality online training. Project management will involve innovative strategies which capitalize on the capabilities of the Internet as well as involving face-to-face interactions, telecommunication, and mail strategies. Institutionalization of the project will be facilitated by linkages with key state agencies, programs, and organizations.

Products: The project will disseminate, via its Web site, strategies for training and supporting service providers and families.

Grant Number: H324R980079

Replication Model Navajo Assistive Technology Loan Program - Navajo ABLE

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project of the New Mexico Department of Education's Technology Assistance Program will implement the Assistive Bank of Loan Equipment (ABLE), providing assistive technology to serve children with disabilities living on the Navajo Nation.

Method: The project will: 1) establish an ongoing fund for the Navajo Nation to defray the costs for assistive devices needed by Navajo children with disabilities; 2) establish a working assistive educational equipment loan program compatible with the individualized family service plans for children ages birth-3 years; 3) establish a functional assistive technology equipment loan program compatible with individualized education plans for children ages 3 through 21 with disabilities in school; 4) develop an assistive equipment loan program for Navajo youth with disabilities ages 18 through 21 years during their transition to postsecondary institutions; and 5) customize a software system tailored to Navajo needs to collect, coordinate, and disseminate information on the project regionally and nationally.

Products: The project will result in a model assistive technology program for children with disabilities that will be adaptable for other minority cultures and remote environments.

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Grant Number: H324R980083

Paraeducator Supervision Academy (PSA) - Outreach

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Beginning Date: 9/15/98
Ending Date: 8/14/01

Purpose: The PSA (Paraeducator Supervision Academy) Outreach project will provide training to faculty and preservice students in schools and colleges of education, faculty in related services programs, staff developers and inservice school professionals, and parents in 30 replication sites. The primary goal of the training is to provide the PSA curriculum, instructional materials, and background knowledge to faculty who will prepare future professionals in the supervision of paraprofessionals.

Method: The delivery model relies on the creation of a multidisciplinary audience, including parents of children with disabilities, at the replication site. It will provide faculty with first-hand knowledge of paraeducator responsibilities and with materials for them to provide appropriate information to future teachers and related service providers. It will also assist staff developers in local education agencies (LEAs) to provide such training to inservice professionals.

Products: The project will demonstrate the PSA model at 30 replication sites and further disseminate it for use in the preparation of school professionals who supervise paraeducators.

Grant Number: H324R980097

National TEEM Outreach: Successfully Including Young Children in Kindergarten and Subsequent General Education Classrooms

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of this national outreach project is to support the inclusion of young children with disabilities in their local kindergarten and subsequent general education classrooms by disseminating and replicating a previously validated transition model, Project TEEM. The TEEM model promotes systematic transition planning from early childhood programs to kindergarten and beyond.

Method: The project will use the TEEM model of individualized transition planning to include at least 150 children with disabilities in kindergarten across 15 participating sites. The project will conduct a leadership institute every year at participating sites, provide on-site follow-up technical assistance, and establish a national advisory council composed of individuals who are actively involved in promoting inclusive education. Components of the project will be evaluated to assess impact on young children with disabilities, their families, educators, and schools, and these results will be disseminated statewide and nationally.

Products: Through this project, the TEEM model will be expanded to include transition planning services for many more children with disabilities and their families. The extensive dissemination efforts contained in the final stages of the project will ensure that the successfully evaluated components will be made available for

interested parties throughout the country.

Grant Number: H324R980102

Parent Early Evaluation of Kids (PEEK)

Project Director: Squires, Jane
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Parent Early Evaluation of Kids (PEEK) Outreach Project will assist state agencies, regional and tribal entities, and local health and education programs to develop comprehensive, low-cost systems for child-find and referral to special education services.

Method: The project will disseminate information on child-find systems using parent questionnaires, educate participants about the purposes of screening, improve child-find efforts in targeted states through dissemination of a collaborative multiagency approach, and assist participants to evaluate child-find efforts. To meet its goals, Project PEEK will use a train-the-trainer model, coordinated through early intervention and state directors of early childhood special education.

Products: Children and families will receive direct benefits through ongoing screening and timely referral to special education services, improvement of academic performance, and prevention of secondary delays. A valid and reliable child-find system using a parent-completed screening tool designed to screen and identify infants and young children at risk for developmental delay, such as provided by this project, will enhance the resources of states, tribes, local education agencies, and local service providers responsible for implementing child-find efforts and in creating large-scale, collaborative child-find systems.

Grant Number: H324R980105

CBSS Outreach Project: Computer-Based Study Strategies for Students with Learning Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The CBSS Outreach Project is designed to improve the academic performance, graduation rate, and lifelong learning potential of secondary students with learning disabilities by providing them with the skills and knowledge to use computers and other forms of advanced technology as tools for studying and learning. The focus of this outreach program is to disseminate information about using computer-based study strategies (CBSS) as an intervention and to provide participating outreach sites in eight states with intensive and effective inservice training, technical assistance, and follow-up support.

Method: The outreach model for this project includes CBSS leadership institutes at participating outreach sites; hands-on workshops for teachers, parents, and administrators from participating schools; a continuum of technical assistance and follow-up activities using electronic and traditional means; an instructional World Wide Web site for follow-up assistance and education; and a World Wide Web-based course for in-depth learning and application to new environments.

Products: The project will increase the number of general and special education teachers who know about and teach CBSS, the number of parents of students with learning disabilities who are aware of and support CBSS, and the number of students who will use these strategies. It will disseminate information about using computer-based study strategies as an intervention for students with learning disabilities and provide participating outreach sites in eight states with intensive and effective inservice training, technical assistance, and follow-up support.

Grant Number: H324R980111

Laying a Foundation for the Future: High School Students in Transition

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will pilot an instructional strategy and curriculum for addressing the issue of how to promote self-directed transition planning for high school students with or without disabilities. This project has been extensively developed, evaluated, and revised with the help of 300 teachers and 5,000 students and their families in Oregon and several states throughout the country. The purpose of this outreach project is to focus on delivering the curriculum within inclusive settings involving collaborative instruction and demonstrated features available within the curriculum not yet widely practiced and thoroughly evaluated. The project staff will conduct outreach activities and extensive evaluation of the curriculum in both urban and rural sites in New York.

Method: The project staff will select participating sites committed to teaching transition planning using a collaborative instructional model within inclusive settings. Each site will include an instructional team within a school, consisting of a special education teacher, a regular education teacher, a parent/advocate, and one or more student leaders. Over the course of the project, 20 sites will participate in implementing the program, involving a minimum of 30 instructional teams and 750 students and their families during the demonstration phase of the project. The project will provide instruction on self-directed transition planning within inclusive settings and will evaluate the immediate and long-term impact of the curriculum and instructional strategy.

Products: The project will document the critical factors that enhance the sustainability of the curriculum and instructional program with a set of User Guides designed for teachers, administrators, parents, and students, and will disseminate the User Guides and information on student outcomes in a comprehensive and effective manner to users throughout the country.

Grant Number: H324R980112

Language is the Key: Constructive Interactions Around Books and Play

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purpose of the project is to disseminate and replicate a validated intervention model called "Language Is the Key: Constructive Interactions Around Books and Play," which is designed to optimize first and second language development of young children with disabilities who are also limited in English proficiency, including children who speak Spanish as their first language.

Method: This project will enhance the ability of staff to facilitate language and emergent literacy development in target children in a variety of settings including school district center-based programs, Head Start programs, community-based child care programs, libraries, health maintenance organizations, and other agencies with a high probability of serving young children with disabilities who are limited in English proficiency. Staff will be provided with training materials to allow them to train parents to use the techniques with their children in their first language. Training materials and procedures will be adapted for additional linguistic and cultural groups. The project also will present methods for increasing staff's ability to work successfully with parents of diverse cultural and linguistic backgrounds and for optimizing the use of interpreters and translators in presenting training materials to parents with limited English.

Products: Teaching of staff trainers will be conducted so that outreach can continue beyond the project grant period. The project is designed to allow a variety of training formats to increase dissemination, including on-site training, distance learning for rural areas, and training-of-trainers.

Grant Number: H324R980113

Telepartners in Early Diagnosis and Intervention for Children with Disabilities in Remote Communities

Project Director: Dyck, Sarah; Norris, Thomas; Brown, Robert; Sulzbach, Stephen
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The project will apply a proven model of outreach from the University of Washington to six remote rural communities in Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) to provide needed services for children with disabilities. Project staff will use the existing WWAMI Rural Telemedicine Network for early identification and ongoing consultation via interactive video-teleconferencing (IVTC).

Method: The project will expand the availability of specialty consultation for children birth to 21 years, with emphasis on those aged three to 12 for whom the local education agency (LEA) needs advice about medical conditions affecting educational progress. Project staff will provide on-site appropriate individual education plans (IEPs) for children who are health impaired (have neuromuscular disorders, attention deficit disorders,

congenital defects, seizure disorder, or suspected fetal alcohol exposure), have an autistic spectrum disorder or serious behavioral disability, or have traumatic brain injury (encephalopathy) or orthopedic impairment, mental retardation, or a language or learning disability. The use of IVTC will enable more school and community representatives to consult directly with distant specialists rather than requiring the child (and family) to travel to a distant center for diagnosis and intervention recommendations. The project will use IVTC for specialty consultation with LEAs to ensure interagency coordination in local communities and multidisciplinary participation in the IEP process. Project staff will replicate the proven outreach model developed for consultation with rural physicians on children with low incidence disabilities. Bringing this model directly to LEAs will improve educational services to this population, especially those from families who have been traditionally underserved because of racial, cultural, geographic, and economic barriers.

Products: Dissemination of information about best practices for low incidence disabilities will occur directly through live IVTC consultation with experts and more widely through edited videotapes of these presentations available via videostream download from the project's Internet webpage or on videotape. The project will provide direct service to children in a five-state area which comprises 29% of the land mass of the United States, and wider dissemination to the entire nation.

Grant Number: H324R980120

Writing Lab Outreach Project

Project Director: Bahr, Christine; Nelson, Nickola
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purpose of this outreach project is to improve the oral and written language skills of students with disabilities in grades 1 through 3. This collaborative effort will engage general and special education teachers in professional development activities, promote the meaningful inclusion of students with disabilities in the general education curriculum, and implement computer-supported writing process instruction as a context for language development.

Method: In each of the four elementary-school outreach sites, a development team will learn about the computer-supported writing process, implement an inclusive writing lab in their school, develop materials for the lab, plan training, act as trainers, and implement components of the approach with their own students.

Products: By involving parents as active participants in the intervention-team process and through the use of the computer-supported writing process as implemented by the teacher-teams in the participating schools, this project will provide students with disabilities greater opportunities to learn to read and write in settings with their peers, and to increase their ability to learn language skills. Dissemination activities will extend the model to a much broader national audience.

Grant Number: H324R980124

Cool School Outreach Project

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purposes of the proposed Cool School Outreach Project are to disseminate information, provide training, and replicate Cool School, a high quality, academic, after-school program providing social development and therapeutic services for children at risk and children with disabilities in four schools in the state of Florida. This project is a model program that addresses the following major national concerns: 1) poor academic outcomes particularly for students from low-income families and students with disabilities; 2) violence and its precursors such as behavioral and emotional problems that increase over time because there has been no research-based intervention; and 3) the challenge of successfully including students with disabilities in regular education settings and preventing the initial identification and placement of at-risk children in special education.

Method: Four public schools in Florida (two urban and two rural) will be selected to develop, implement, and evaluate the project model. These target schools have high populations of vulnerable students, have school-linked services because of students' and parents' needs, are school-wide Chapter 1 schools, and have large numbers of referrals for special education and/or multiple incidents of violence. Project staff will provide technical assistance and will use a project-developed manual and materials to provide training during two summer training institutes at the University of Miami for personnel from the selected schools and will revise the manual based upon feedback from institute participants. The first institute will focus on building the capacity of local schools to plan, implement, and evaluate the project, and the second institute will focus on research-based practices for academic and social-skills instruction

Products: A staff development program will be published for replication in Florida and nationally; videotapes of the planning and implementing process at the four schools will be developed; and the training manual, related materials, and videotapes will be disseminated nationally.

Grant Number: H324R980128

Networks - MultiState Collaborative Outreach Project to Promote Student Involvement in Transition Planning

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will demonstrate student-centered intervention approaches to assist secondary students with disabilities to become successfully involved in their own transition planning. The model for this project is

an integrated, ecologically based approach that involves coaching for youth in the application of transition planning involvement skills, mentorship, peer and parent support, and training and technical assistance for staff.

Method: The Networks Outreach project will systematically and collaboratively move its intervention model to other schools, educational agencies, and community programs in Oregon, California, and Texas. It will mount this extensive outreach effort to capitalize on the information and site expertise already developed in the model, enhancing the capacity of local providers to promote the involvement of secondary-age students in their transition planning. Model demonstrations will be set up in each state, and outreach teams will be trained to prepare them to provide training and technical assistance to sites in their states.

Products: The model will be described in comprehensive field-test intervention manuals which will be revised to accommodate the diversity of local conditions within school districts across the nation. The manuals will include a detailed framework for systematic dissemination of the model, implementation activities, and detailed discussion of outreach procedures.

Grant Number: H324R980130

Secondary Special Education/Transition Preservice Training

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The goal of this outreach project is to develop, disseminate, and facilitate adoption of content and strategies for preparing preservice special educators and related professionals to provide secondary special education and transition services. The model on which this outreach effort is based is the Secondary/Transition Program at the University of Kansas.

Method: The design of this project involves assisting participating institutions of higher education (IHEs) through intensive training for faculty, ongoing technical assistance to support delivery of the content, and policy analysis to assist IHEs in institutionalizing the preservice training. Up to 15 IHEs from across Kansas and the midwest will develop strategies to provide quality preservice transition training that is appropriate for their specific contexts. Four options will be used: 1) developing a master of education program in secondary special education/transition; 2) creating a specialization within current special education certification programs leading to an emphasis in secondary special education/transition; 3) designing and offering elective coursework in secondary special education/transition; and 4) enhancing current course offerings with updated and easily accessible information on transition planning and services.

Products: National dissemination of information related to state-of-the-art delivery systems for personnel preparation in secondary/transition will occur.

Grant Number: H324R980147

The Core Science Programs: Dissemination and Effective Implementation

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will support regular and special education teachers in addressing the science education needs of students with learning disabilities. The project provides: 1) validated programs that maintain high academic standards with clear performance goals; 2) general curriculum programs validated for all students, including children with disabilities; and 3) a model that delivers quality instruction in a range of environments and provides student monitoring tools and staff development resources in a seamless, cost-effective implementation.

Method: The three core concept science programs address most of the physical and earth science concepts taught between Grades 3 and 12. The series begins with "Problem Solving with Elementary Earth Science," moves to junior high "Earth Science," and then "Chemistry and Energy." The programs are designed for group and individual instruction. All programs require in-program student assessments and immediate instructional adjustments. The instructional model was validated through published research by independent investigators. The critical attributes of the model are: 1) a central emphasis on teaching the most important core science concepts to all learners; 2) the integration of staff development in day-to-day instructional delivery; 3) the extensive use of technology to ensure access and cost-effective replications; 4) staff development activities that increase the confidence and competence of teachers in teaching science in all settings; and 5) the use of visual-spatial displays that exemplify all the "Big Ideas."

Products: In Year 1, five implementation and demonstration sites will be established. In Year 2, an additional five implementation and demonstration sites and ten trainer-of-trainer sites will be set up, and in Year 3 an additional five implementation and demonstration sites and an additional ten trainer-of-trainer sites will be created. In addition to direct support to the above-listed 35 sites, all instructional products and staff development tools will be made available to all interested sites.

Grant Number: H324R990003

CASCADES Project: Creating and Sustaining Change across Diverse Early Intervention Systems

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The CASCADES project is designed to improve the quality of early intervention/early childhood special education services through a systems-level change approach. Three systems changes will provide the substance for this outreach project: linking assessment, intervention, and evaluation; adopting a naturalistic

approach to intervention; and promoting meaningful inclusion of families.

Method: The project's two major components are: 1) training, to continue the efforts of the previously funded demonstration project which focused on implementing proven models in assessment and intervention, and 2) product development, to design, produce, and distribute high-quality training materials and products to ensure long-lasting impact of training. Training and technical assistance will be provided to at least 10 individuals in each of 9 states. These individuals will include administrators, coordinators, family members, and interventionists. These individuals will become Stakeholder Trainers and will be provided with information and follow-up support so they can pass along the learned information to produce systems-level change.

Products: Through adoption of a train-the-trainer model, the project's direct impact will be disseminated to other personnel and sites. Training materials will be distributed to provide trainers with structure and support as they increase and sustain knowledge at training sites. These training materials will include videotapes, manuals, and assessment products for each of the three systems change concepts. Some of the training materials will be made available in Spanish. In addition, project findings will be disseminated through presentations at conferences and publication in appropriate journals and book chapters.

Grant Number: H324R990005

National Interagency Coordinating Council Parent Leadership Support Project

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Beginning Date: 5/01/99
Ending Date: 4/30/02

Purpose: The Federation for Children with Special Needs has developed a parent leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas of concern, including Part C of the Individuals with Disabilities Education Act, leadership and constituent representation, understanding organizational systems, data collection, and using personal experiences to amplify policy issues.

Method: The project model supports leadership development in three key areas: a national Leadership Institute designed to afford participants a replicable model of leadership support and training, technical assistance to states participating in the institutes to support their respective leadership events, and ongoing technical assistance to states engaged in leadership development activities. The project will provide support through on-site, in-depth training aimed at skill building and knowledge development; it will provide a compendium of resources related to parent leadership on state interagency coordinating councils (ICCs); and it will establish peer leadership networks. These and additional support services and products will be extended to teams and individual parents and professionals throughout the country.

Products: As a result of the project, ICCs will be better able to meet parent training needs and will be better able to recruit parent leaders from the field. A strengthened and diversified parent voice will have a more effective impact on policy development related to services for young children and their families. Parent participation in leadership roles in other educational and service settings will increase.

Grant Number: H324R990006

Partners Plus Outreach — Respite, a Part C Family Support Service

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The purpose of Partners Plus (PP) Outreach is to replicate a family-centered model designed to expand respite care (temporary child care) options for families of young children with disabilities ages birth to three through training of families and caregivers, and to increase awareness of and use of the Partners model and its products through dissemination activities.

Method: PP Outreach uses a four-step process that begins with selection of replication sites. Local planning groups (LPGs) plan for replication to ensure that the unique needs of their communities are met by the model. PP Outreach provides continual support and technical assistance to LPGs through their implementation and evaluation of the model. In training, family and caregivers learn about caring for children using their daily routines, discover the challenges children with disabilities experience, and develop skills to build successful long-term partnerships with each other. After training, families and caregivers receive continuing support as they interview each other, participate in individualized training, and work together in respite. Using a local planning group to plant support, replication promotes community partnerships among families, early intervention providers, LEAs, and others and begins to build a community home for the model.

Products: PP Outreach has created four manuals to help families and caregivers develop respite relationships to help communities replicate the model. These products provide communities with a step-by-step process for creating Partners programs in their localities and help families and caregivers develop individualized training.

Grant Number: H324R990008

The Development of Therapy-Teaching Model: Outreach for Troubled Children and Teens through a Regional Trainers Network

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The purpose of this outreach project is to assist educational and other agencies in implementing Developmental Therapy-Teaching, a proven educational model for students with severe social-emotional-behavioral disabilities (SEBD) in inclusive, partial, or special education settings. This will be accomplished by providing in-depth outreach services to selected states, local agencies, and individuals to facilitate the effective replication of the model by leadership personnel who are currently responsible for supervision/coordination of programs serving these students. By focusing on leadership skills, a supportive, dynamic national network of skilled personnel will be established which will continue beyond the funding of this project, for independent

model outreach activities and new replications.

Method: Specific project tasks are: training trainers (12 leadership individuals will be certified to provide inservice training to others); site development for model replication (96 personnel will be trained at 12 replication sites to use model practices effectively and to implement the practices with students with SEBD to achieve specified IEP social-emotional goals); and a trainers network, which will use graduated trainers to provide outreach for model implementation to nine additional sites and 144 students with SEBD.

Products: Awareness materials will be disseminated to about 1,500 individuals on the needs of students with SEBD and how model practices can be used to meet these needs. Total outcomes for this project will be 12 sites replicating the model with fidelity, 12 certified trainers, 168 trained personnel, and 252 students benefiting directly. It is anticipated that the certified trainers will continue outreach activities independently after the grant funding period and that trained personnel will continue to provide exemplary services to new groups of students annually.

Grant Number: H324R990009

SPIES Outreach: Curriculum and Internet Support for Use of Naturalistic Intervention Strategies with Young Children with Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will increase the capacity of agencies and institutions to teach naturalistic intervention strategies, will increase the capacity of agencies whose missions include technical assistance and dissemination of information, will build the capacity of individual participants to use naturalistic intervention strategies with young children with disabilities, and will build the capacity of family members and others to participate effectively as team members in development of the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP).

Method: The project will accomplish its goals by disseminating a validated curriculum, Strategies for Preschool Intervention in Everyday Settings (SPIES), which is designed to teach adults to use strategies of demonstrated effectiveness, collectively termed naturalistic instruction, as they serve young children with disabilities and their families. The project will nationally disseminate the curriculum to agency personnel and faculty of institutions of higher education and to partner agencies such as Parent Training and Information Centers and Regional Resource Centers. The project will also disseminate an adapted SPIES curriculum via the Internet to family members and regular educators, and it will develop and provide support procedures to enhance the probability that adults successfully use the strategies with young children with disabilities. Dissemination of the SPIES curriculum is intended to ultimately benefit five different participant groups: preservice early childhood and early childhood special education students; Head Start personnel; child care personnel; local education agency preschool personnel; and IEP/IFSP team members, especially families of young children with disabilities.

Products: At least 495 individuals will learn to use naturalistic intervention strategies, and these individuals are estimated to serve a total of at least 9,900 children. At least 620 individuals are expected to access the Internet curriculum. Also, partner agencies are expected to refer at least 25 additional sites to the project.

Grant Number: H324R990012

Family Enhancement Outreach Training Project

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The Family Enhancement Outreach Training Project will focus specifically on promoting competencies in practitioners to assume the types of roles needed to be responsive to the individualized needs and priorities of families. Implementing these competencies requires significant expansion in the roles that early intervention practitioners assume in their work with infants and toddlers and their families. The project will use a family-centered assessment and intervention model that evolved from model-demonstration and research projects focused on the best ways to support and strengthen family functioning.

Method: The outreach training model will use a collaborative, multidisciplinary team training context to promote interventionists' skills in ways consistent with the evidence and procedures derived from studies of other successful models. Onsite training will be conducted in the context of the multidisciplinary teams that provide services. Parents of young children with developmental disabilities or at risk for developmental delays will participate as integral members of the early intervention team, promoting family involvement in all aspects of early intervention programs.

Products: As a result of working with early interventionists and parents participating in the outreach training, the project will contribute to knowledge about family-centered intervention practices. The Family Enhancement Outreach Training Project is expected to produce positive results in the range of training opportunities and the number of persons served by such programs. The project will develop a manual for use in replicating the training model for promoting the competencies of early intervention practitioners. Project results will be presented at professional conferences and distributed through national clearinghouses.

Grant Number: H324R990018

Making the Right to Communicate a Reality for Children with Severe and Multiple Disabilities: Outreach II

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: This project will address the needs of the young child with severe and multiple disabilities who is not able to use speech, manual signs, and high-tech communication devices. The goal of this project is to disseminate effective alternative communication intervention strategies to early childhood professionals, parents, and speech-language pathologists across the nation in a manner that will promote long-term impact.

Method: The project constitutes the second phase of a recently completed outreach project that has targeted communication intervention in the early childhood population. It will directly train professionals and family members who are involved with nonverbal children, birth to eight years old, who experience severe and multiple disabilities that impact upon communication skills development, such as severe mental retardation, sensory impairments (including deaf-blindness), autism spectrum disorders, and severe orthopedic impairment. The training, which will include the area of presymbolic communication, is three-tiered. Level I training workshops, conducted in six targeted states, will reach up to 900 participants. Level II training, reaching up to 75 participants, involves intensive long-distance training using videotapes and a trainee support network. Level III involves a trainer-of-trainers workshop for those who successfully complete the first two levels of training and includes up to 75 participants.

Products: This project will work to increase knowledge of appropriate communication intervention for children with multiple disabilities, to improve communication intervention skills of target children, and to teach communication intervention strategies to other professionals and parents. Access to a cadre of regional experts will be available to help staff and families encourage communication in target populations. This increased knowledge will also assist parents to ensure continuity of communication intervention for their children throughout the school years.

Grant Number: H324R990022

Regional Collaborative on Positive Behavior Support

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The purpose of this outreach program is to improve the outcomes for young children, adolescents, and young adults who have challenging behavior and who live in the tri-state area of Pennsylvania, Virginia, and West Virginia and two regional resource centers (Great Lakes and Mid-South).

Method: The project will strategically expand outreach on individual, classroom-based, building-based, and district-wide systems of behavioral support. The project will replicate and expand positive behavioral support curriculum and training, it will build the capacity of education agencies to provide behavioral support, and it will serve as a national model for future outreach activities. A regional collaborative approach will be used because it builds on the capacity of the consortium and expands the impact within the consortium and to states within the two regional resource centers that host consortium member states.

Products: The project will develop and disseminate relevant information and provide intensive training and technical assistance across selected states within the tri-state region and regional resource areas. The training and technical assistance provided will positively impact the development of effective preservice and inservice personnel activities and will also foster the development of policies conducive to further embedding positive behavior support approaches within each state's educational policies.

Grant Number: H324R990023

SpecialCare Outreach: A Project to Increase Natural and Inclusive Child Care Placement Options for Children with Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The purpose of SpecialCare is to increase the natural and inclusive child care placement options within the context of the individualized family support plan (IFSP) or individualized education plan (IEP) for children with disabilities from birth to five and their families through these four goals: 1) to coordinate activities with Part C, child care licensing, referral, and state education agencies; 2) to replicate the SpecialCare model of training for home- and center-based child care providers in coordination with local interagency coordinating councils (ICCs) or planning groups; 3) to foster linkages among child care providers, families, and early intervention and early childhood special education services; and 4) to ensure that SpecialCare responds to the needs of families and caregivers.

Method: The project will replicate the SpecialCare model with local ICCs or local planning groups in five to seven communities within three to five states in year one. SpecialCare works through ICCs or planning groups made up of key stakeholders, including families, to provide training for home- and center-based child care providers and to prepare each replication site to continue training after outreach assistance is complete. At each site, local replication trainers will participate in project training to familiarize them with SpecialCare content and methods so that they can carry out training in their own communities supported by project materials and technical assistance.

Products: Two project products, "The SpecialCare Curriculum and Trainer's Manual" and the "Planning Guide for SpecialCare Training," will be disseminated nationally, targeting agencies with responsibility for training child care providers.

Grant Number: H324R990025

Oklahoma First Step Project: Kindergartners on the Path to Prosocial Behavior

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This outreach project will assist teachers and parents in Oklahoma by replicating a proven secondary prevention model for anti-social behavior in kindergartners. The "First Steps to Success" program, developed at the University of Oregon, is a joint home and school intervention that helps at-risk children make a successful start in school by teaching them to get along with teachers and peers and to engage in schoolwork. There are three components to the model: an easy-to-implement screening of all kindergartners; a school intervention

involving the child, peers, and teachers that teaches a prosocial pattern of school behavior; and a home intervention that enhances parents' ability to support and improve their child's school adjustment and performance.

Method: The project will implement and institutionalize the model intervention in urban, suburban, and rural districts with 24 kindergartners during the first two years. Schools will be assisted as they incorporate the intervention in their existing programs, and technical assistance will be available for up to a year after funding. Workshops will be offered in six rural regions of the state, with subsequent technical assistance. Additional training will be provided to participating teachers during week-long summer institutes.

Products: During the third year, the project will focus on dissemination of the model throughout Oklahoma. Other dissemination activities include: development of a web site that features access to assistance, project outcomes, and products; collaborative presentations at conferences that will reach a variety of stakeholders; and distribution of publications to publicize and highlight examples of implementation and outcomes in Oklahoma.

Grant Number: H324R990032

Outreach Project on Implementing Best Transition Practices in Post-Secondary Settings for Students 18-21 with Significant Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This outreach project will provide technical assistance to Maryland school systems to promote the creation and improvement of comprehensive programs and individual support systems in postsecondary settings for students with significant developmental disabilities, aged 18-21, who are still receiving services from the public school system.

Method: The project staff from the University of Maryland, working in conjunction with personnel from the Maryland Transition Initiative and the Division of Special Education of the Maryland State Department of Education, will document, compile, and disseminate, both statewide and nationally, information regarding best practices and implementation strategies for supporting individuals with development disabilities in postsecondary settings. Project staff will facilitate networking between existing programs and emerging programs and will provide on-site technical assistance to local school systems interested in revising or implementing postsecondary programs or individual support services. Training will be provided to project participants in accessing the project Website to ensure continuous networking and information sharing.

Products: Training and dissemination activities will include: conducting statewide workshops; producing a variety of written materials (working papers, fact sheets, monograph) dealing with implementation guidelines, fiscal and policy issues, and program evaluation strategies; and creating a project World Wide web site.

Grant Number: H324R990042

Outreaching Locally Proven Transition Practices Through Regional University and LEA Networks

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will improve outcomes for youth with disabilities by outreaching exemplary and locally proven transition practices. It will support the goals of IDEA by infusing self-determined, outcome-oriented, and curriculum-referenced transition practice into preservice and inservice programs in the Great Lakes Region. The project will provide valuable information on using institutions of higher education to create partnerships among preservice and inservice providers and model local education agencies (LEAs) to implement exemplary transition practices and models.

Method: The project will develop Regional Cross-Training Partnerships at the University of Toledo and Kent State University consisting of preservice, inservice, school-to-work, professional development and parent/student advocacy and training agencies to identify exemplary transition practices for implementation in each region. The project will also develop three model sites in each region to pilot these transition practices/models with the support of regional cross-training partnerships and LEA stakeholder teams.

Products: The project will disseminate, infuse, and replicate locally successful transition practices through university-sponsored regional conferences and follow-up training at model sites. The project will be replicated in two other Ohio and Great Lakes universities, and manuals will be developed for administrators and educators on successfully replicated practices.

Grant Number: H324R990044

ENRICH Outreach

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The purpose of this project is to provide outreach and assistance to early intervention providers in implementing the ENRICH model of early intervention service delivery. The ENRICH model is a community-based, family-driven, transdisciplinary model that integrates therapeutic strategies into children's daily life activities.

Method: The ENRICH model has significantly benefited Part C-eligible infants and toddlers who have motor disabilities and their families through demonstrated gains in child independence and parent feedback on

satisfaction surveys. ENRICH will work with sites within the states of Colorado and Wyoming during the first year. Additional sites will be selected for the following years. The project will work collaboratively with early intervention providers in Colorado and Wyoming to provide training on the ENRICH model. Training will incorporate distance learning via teleconferencing, mentoring, and demonstration of ENRICH techniques.

Products: Presentations will be offered at national, state, and regional conferences. Articles describing the ENRICH model will be submitted to early childhood/early intervention journals. The ENRICH World Wide Web site will be developed to disseminate information. Finally, the ENRICHment Guide will be furthered developed and published to describe computer software that can be used by therapists to help them focus on the subject's life situation and stage of development. The software will provide treatment options in parent-friendly language and format, specifically designed for typical environments.

Grant Number: H324R990045

Project KITE Outreach (Kids Included Through Technology Are Enriched)

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The KITE (Kids Included through TEchnology) model is designed to foster inclusion of children with disabilities in culturally sensitive ways through the use of assistive technology. The project focuses on children, ages 3-8, from low-income backgrounds and from a variety of cultures.

Method: The KITE model includes four components: teaming, training, technical assistance, and technology access. Teams focus on a young child with disabilities and include the child's parent, teacher, and a special services provider who participate in KITE training. Technical assistance is provided to the teams. Children have access to computers, software, and assistive technology devices during and after training.

Products: KITE products include brochures in four languages, a training curriculum, a handbook for teachers, and a videotape for parents around the theme of including young children in natural settings with technology. Outreach KITE will replicate this model in new geographic locations with diverse populations and will train selected teams to replicate the model in additional sites.

Grant Number: H324R990047

Progress in Outreach Providing Reasonable Outcomes on Growth to Evaluate Students and Systems

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The purpose of this outreach grant is to train teachers in the replication of a proven, research-based model to improve services for students with disabilities using curriculum-based measurement to evaluate instructional outcomes. It integrates four educational objectives into a model of intensive training and effective replication in other schools across the state.

Method: The model selected for outreach includes teacher and paraprofessional training in curriculum-based measurements and replication of the model in different districts using expertly trained teachers. This project will result in the training of 48 teachers and 48 paraprofessionals in the implementation of curriculum-based measurement in their classrooms, with 24 of these teachers having the experience and knowledge to independently conduct training of others. Three cohort groups of teachers will be trained during the project. During the third year of the project, teachers from the first cohort will replicate the model in their own districts.

Products: Teachers trained by this project will continue dissemination activities well beyond the grant. Parents and other school personnel will also benefit from the training, thus extending the outreach of the project after the completion of funding. Preparation of products such as sample Individualized Education The project's training materials will be useful to parents, administrators, teachers, and students with disabilities, and wide dissemination of information and materials will take place through current technology; training materials; university publications; and presentations at local, state, and national conferences.

Grant Number: H324R990066

Expanding the Circle: Improving Outreach Services to American Indians with Disabilities in Rural Minnesota in Preparation for Postsecondary Education

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project represents a collaborative effort to promote the successful transition of American Indian students with disabilities to postsecondary education settings. Using effective practices and strategies developed as a result of the Circle of Learning project, this outreach project will expand the application of practices to five American Indian reservations in Minnesota. The project will serve as a model of services for those who wish to

implement a culturally appropriate, non-threatening approach to successful transition and it represents one of the first efforts to merge the concept of transition services with that of cultural traditions of American Indian students.

Method: The project will provide several types of coordination and facilitation, technical assistance, and training services that will advance the overall goal of improving the postsecondary education outcomes of all American Indian youth with disabilities. To accomplish this goal, project staff will provide several types of services, including: 1) capacity-building through a cadre of American Indian outreach trainers, 2) training and ongoing technical assistance services for secondary case manager and postsecondary staff, 3) training implementation for American Indian students with disabilities, and 4) product development and information dissemination designed to reach all tribal colleges in the country.

Products: Information about the program will be disseminated to a variety of national and state sources, including general academic institutions as well as all the tribal colleges in the nation, state social service agencies, and consumer and parent advocacy organizations. Dissemination methods will include printed materials; a Website; and presentations at regional, state, and national conferences.

Grant Number: H324R990068

Reading Strategies Online: An Outreach Model for Linking Teachers to Research-Based Instructional Practices

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of this outreach project is to translate, into a computerized format, instruction for teachers on three reading comprehension strategies that have been validated by the University of Kansas Center for Research on Learning (UK-CRL). The only current method for teaching these strategies is a series of workshops, which reaches only a fraction of those teachers who work with adolescents with reading disabilities. This project will convert the training sequence and related learning activities into modules that can be accessed through an online or a CD-ROM format.

Method: Making the validated reading strategies available online or on CD-ROM will afford several advantages to teachers, including: the ability to access the instructional modules at times most convenient to them; the ability to review the instruction in its original form as often as needed, until mastery is achieved in the application of the targeted strategy; self-assessment activities built into each segment of the module to provide meaningful feedback to the teacher during the learning process; and accessibility of assistance through a troubleshooting section and through live e-mail.

Products: The project will enable teachers to readily access the systematic training in the three targeted reading strategy packages validated by the UK-CRL. A conceptual module or template for preparing instructional modules on validated interventions will be made available to other developers and researchers, and will help close the gap between research and practice in special education. As a result of the project, potentially thousands of students with disabilities will be provided with instruction in reading comprehension strategies, which in turn will help them to improve their grades and give them better access to the general education curriculum. This, in turn, will make them more likely to graduate from high school and enroll in additional training or education.

Grant Number: H324R990071

Through Shared Windows: A New Model for Assessment

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The Through Shared Windows Outreach Model addresses the need to provide available, innovative early assessment processes and intervention strategies for children who need critical support for early learning that reflects current knowledge. The project is based on an observational assessment process that uses shared frames of reference from multiple fields to address the supports for and interferences with a child's performance.

Method: This project will offer in-depth training in the observational assessment of young children. The model offers a process for meeting children and families, hearing the families' perspectives and involving them as full team participants, observing children in multiple settings and making inferences from these observations, reaching team consensus about the meaning of observations and inferences, and making practical suggestions for supporting a child's performance and development. The Performance Competence Framework set up by the project will lead teams to consider multiple areas affecting the child and also serve as an oversight function.

Products: The project will develop products in multiple formats that include videotape, a training manual, experiential activities, and inservice and preservice training materials. The outreach project will be able to train and support large numbers of professionals and family members through distance education and telecommunications supports. Approximately 10,000 children and families will benefit from this training. The project will also provide support to states to incorporate this model and the training strategies into their own state training systems. Personnel in partner states will be able to better assess the performance of children and to plan interventions.

Grant Number: H324R990074

Development of a National Network of C-Print Service Providers

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: This partnership between a research and development group at the National Technical Institute for the Deaf and the San Diego (California) City Schools will develop a national network of trainers and service providers for a real-time speech-to-print transcription system that can be employed as a support service for deaf and hard-of-hearing students. There appears to be a large pool of potential C-Print captionists, but training is now largely limited to the northeast United States.

Method: This project will work to increase the availability of C-Print support services to deaf and hard-of-hearing students across the country by training: ten C-Print trainers in a national network and in ten geographically

diverse sites; 105 captionists nationwide; and a second C-Print master trainer. It will evaluate the effectiveness of a national network of C-Print trainers and captionists by training seven site facilitators in four states to oversee local delivery of C-Print services, and by developing troubleshooting and local practice manuals for site facilitators, certification requirements for C-Print captionists, and mentoring practices for C-Print trainers. The C-Print system employs a laptop computer and uses ordinary word processing software, which is aided by a computerized abbreviation system to substantially reduce keystrokes. The system is designed for use by typists with reasonably fast typing speeds who undergo approximately a month's training with the abbreviation and text condensing systems.

Products: This project will disseminate information nationwide about C-Print and training opportunities by developing a C-Print World Wide Web site and developing marketing materials in paper and electronic formats.

Grant Number: H324R990078

Philadelphia Inclusion Network

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This outreach project will further knowledge of effective strategies for including children with disabilities in natural environments, including child care and community resource settings by: 1) replicating a successful training model, the Philadelphia Inclusion Network (PIN) in urban child care settings; and 2) extending this model to include staff who work in family day care settings and in community settings such as libraries, recreation centers, playgrounds, etc.

Method: The project will build local capacity to provide inclusive child care and opportunities for young children with disabilities and developmental delays and their families to participate in the variety of community settings that are accessed by typically developing children of the same age. Capacity will be built by: 1) increasing the number of child care centers that include children with disabilities by training 360 child care center staff in Philadelphia and 120 staff in Pittsburgh; 2) building capacity of family day care providers to include children with disabilities by developing and implementing a training program specific to family child care and by providing training for a minimum of 70 providers; and 3) increasing opportunities and capacity for young children to participate in the non-educational natural settings in their communities by developing and implementing training for a minimum of 40 community resource staff. Primary features of the PIN model include: 1) neighborhood-based training and networking; 2) individualization of training course curriculum based on self-assessment, structured observation of center classrooms, and discussion with center directors or supervisory staff; 3) a longitudinal and individualized training program that includes 10 2-hour sessions and on-site consultation visits; 4) completion of an in-depth instructional unit that focuses on adaptations for children with disabilities; 5) evaluation of the impact of staff participation on the quality of care and education provided in each classroom; and 6) voluntary participation in additional follow-up sessions that focus on materials and adaptations for children with special needs.

Products: Project results will be disseminated within Pennsylvania and to other major cities across the country through the distribution of training materials and packages. A quarterly newsletter will be produced, one article per year about the training project will be published, and information about the projects will be disseminated at state and national conferences.

Grant Number: H324R990079

TaCTICS: Therapists as Collaborative Team Members for Infant-Toddler Community Services

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Beginning Date: 10/01/99
Ending Date: 6/30/02

Purpose: This outreach project will address the challenges associated with delivery of recommended infant-toddler practices by providing "how-to" information for teams of family members, physical therapists, occupational therapists, speech-language clinicians, early interventionists, and administrators. TaCTICS addresses the assurance of meaningful family participation and decision making in the assessment-intervention process and offers strategies for assuring effective interdisciplinary and interagency collaboration.

Method: The training content and procedures for this outreach model build on previous validated models and consist of four discrete, replicable, and interacting components developed and presented by a team of direct service providers (parents, speech-language pathologists, occupational therapists, physical therapists, and early interventionists). The program components are: 1) routines-based assessment in natural environments; 2) linking assessment to intervention through team planning; 3) using daily routines as a context for intervention; and 4) involving care providers in teaching/learning. These components have been demonstrated to be effective and are supported by print and video materials, allowing each to be adopted and replicated. Participating outreach sites will prioritize the components that best match self-identified needs.

Products: Outreach training and follow-up assistance will be provided to four new outreach sites per year, for a total of at least twelve programs, with an estimated impact on 225 inservice professionals and 750 children and families. Dissemination activities in collaboration with the state agency's training unit are expected to impact at least 50 agencies and 500 inservice professionals.

Grant Number: H324R000007

Expressive Arts Outreach

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: Expressive Arts Outreach (EAO) has three goals: 1) integrate and replicate the Expressive Arts (EA) model based on developmentally appropriate experiences in the expressive arts into developmentally appropriate experiences in the expressive arts, with an emphasis on visual arts, into early childhood programs for children ages 3 to 8 with a wide range of disabilities; 2) enhance the knowledge and skills of families, professional staff, and early childhood decision-makers so they can effectively use developmentally appropriate art activities with young children and adaptations for children with severe disabilities; and 3) serve as a national resource and information exchange for art-related materials and products for youngsters with disabilities.

Method: Project resources focus on providing experiences in the expressive arts used in the general curriculum to a traditionally underrepresented segment of the population: young children with disabilities. Objectives include awareness; replication; product development, revision, and dissemination; training and consultation; and participation in cooperative activities. Six sites have requested replication, and 19 sites will continue the model. Trainees include families, early childhood personnel, therapists, and other personnel identified in IDEA. Training outcomes are measured according to competencies in conducting art activities for young children. The EA model was developed for diverse ethnic and cultural groups. Individuals with disabilities and parents of children with disabilities are part of the planning, implementation, and evaluation process.

Products: A comprehensive dissemination plan includes satellite broadcasts, a World Wide Web site, and more traditional modes such as conference presentations, brochures, and articles. Products include training modules, videotapes on current technology adaptations used by children, the "ArtExpress" curriculum, and software to support curricular objectives and document child progress. Both low-tech and high-tech adaptations are incorporated into the curriculum.

Grant Number: H324R000008

Ladders To Literacy Outreach Project: Supporting the Early Literacy Development of Young Children with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: The goal of this project is to assist EC and ECSE staff, related services personnel, and families in supporting the early literacy development of young children with disabilities, preparing them for later formal literacy instruction. The project will replicate and disseminate a validated intervention model specifically designed to support the early literacy development of young children with disabilities in inclusive settings. The project will train parents and early childhood (EC) and early childhood special education (ECSE) professionals and paraprofessionals to replicate the model's innovative early literacy approach.

Method: The model draws from theory and research on early literacy development and on activity-based, child-responsive intervention approaches. The project will expand the model's home literacy component to strengthen family-professional collaboration. The project will offer training on: 1) classroom activities designed to facilitate early literacy and language skills; 2) strategies for individualizing instruction to meet the needs of teaching all children, including those with disabilities in inclusive settings; 3) home-based literacy activities for families; 4) guidelines for early literacy and language assessment; 5) development of individualized education programs (IEPs)/individualized family service plans (IFSPs) in the area of early literacy; and 6) an overview of theory and research on early literacy and language development and intervention. The project training approach will draw from adult learning principles that emphasize interactive discussions, practice activities, and provision of follow-up opportunities for feedback and reflection on practical applications. Specific methods and content of the training will be customized to meet the individual needs of sites. A total of 16 sites will be trained. Each new trainer (staff-parent) team will train at least one additional site.

Products: A number of products will be made available to sites including the "Ladders to Literacy: A Preschool Activity Book," additional classroom and home materials developed for facilitating home-school collaboration, assessment and observation forms, and a trainer's manual.

Grant Number: H324R000015

Building Effective and Successful Teams: Outreach

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project will disseminate an effective model of inservice training and technical assistance. The Building Effective and Successful Teams (BEST) model has been successful in encouraging the transference of information from inservice training to the classroom.

Method: The Building Effective and Successful Teams (BEST) model has three innovative features: 1) the training occurs with on-site teams; 2) organizational commitment to support change is required; and 3) the impact of training is evaluated. The BEST model is an umbrella under which a series of curriculum topics are included. These topics were selected on recommendation from early childhood literature in best practice and current research; topics include: 1) team development; 2) activity-based instruction; 3) early literacy; and 4) working with challenging behaviors. The BEST model is particularly valuable in smaller, more rural locations where other training resources may be less accessible. All curriculum materials are prepared in a format that is easily read and assimilated. The curriculum packages have been field-tested with groups of individuals with varying levels of education and knowledge of English as a first language. The training modules have been translated into Spanish because of the wide demand and use of these materials in locations where personnel or parents are Spanish speaking. Members of teams who are of Native American descent have given input to the project to determine the cultural appropriateness of team activities and teaching strategies.

Products: The training modules will be disseminated in a variety of geographic regions and community sizes. The inservice training materials will be adapted to the World Wide Web to enable a wider audience of educators and support personnel to access the modules to ensure that larger numbers of educators and service providers have access to the materials and to assist them in bringing best practice to classrooms.

Grant Number: H324R000019

Multicultural Early Childhood State Leadership Training

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: A technology-based outreach project will be developed to assist state-level family/professional leadership teams in developing and implementing statewide personnel and program development initiatives which infuse cultural competence in early childhood programs. Two change factors have created a critical need for Multicultural Early Childhood Team Training (MECTT) state outreach. The first is the increasing cultural diversity of families in the United States. The second is the adoption of the recommended practice of family-centered service delivery for families with young children with disabilities. To successfully involve families in their young children's education, early childhood programs must become culturally responsive in working with all

families in their communities. This project will assist states to address these needs through participation in leadership training, ongoing distance learning, and development of action plans.

Method: The outreach project's objectives are: 1) to prepare state-level family/professional leadership teams to infuse cultural competence in early childhood programs, using a proven model; and 2) to provide ongoing technical assistance for leadership teams with an interactive technology-based delivery system. The project will target 12 state leadership teams representing early childhood programs in Parts B and C of IDEA. The states will identify team members that represent providers, families, and the diverse communities in their states. Teams must include diverse parents and early childhood professionals including preschool coordinators, CSPD coordinators, Interagency Coordinating Council members, staff development coordinators, program coordinators, and parent liaison specialists. Team members will also represent the major state agencies serving families with young children with disabilities. Parent/professional partnerships are modeled throughout all aspects of the project — staffing, program development, and training delivery. The project will provide planning consultation, a Leadership Training Institute for the teams, and ongoing state-of-the-art information via interactive video-teleconferencing and web-based technology.

Products: The project will provide ongoing training and technical assistance for 12 state leadership teams, using field-tested materials applicable for use with a broad range of culturally, ethnically, linguistically, and ability diverse communities. The technology-based delivery system will increase the impact of the project, and its accessibility to diverse populations.

Grant Number: H324R000024

Mediated Learning in Diverse Communities: Promoting Developmentally and Educationally Appropriate Practices with Underserved Populations

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project will disseminate a validated intervention model (Mediated Learning) specifically designed to facilitate the development of young children with disabilities in inclusive settings. This final dissemination phase targets traditionally underserved sites, particularly sites in Asian communities, providing materials and information to assist staff in serving families who speak English as a second language, and training trainers who can continue disseminating the model after the project has ended.

Method: The Core Materials of the Mediated Learning Program include: 1) 200 detailed daily activity plans; 2) guidelines for three levels of challenge for key activities to allow children with a range of developmental levels to participate successfully in heterogeneous groups; 3) guidelines for assessment; 4) guidelines for using the curriculum model as a complete program or in conjunction with existing practices; and 5) guidelines for classroom and staff organization. In addition to presenting Core Materials, training will include Support Components designed to augment and generalize the information included in the Core Materials. These include information about: 1) identifying and maximizing "teachable moments" during child-directed activities; 2) methods for involving typically developing peers in interactions; 3) cultural competence considerations; 4) the importance and use of play in intervention; 5) developing individualized education programs (IEPs)/individualized family service plans (IFSPs) within the framework of the model; 5) interdisciplinary collaboration in curriculum use; 6) positive behavior support components within a developmental framework; and 7) materials and methods for

working with parents who speak English as a second language to help the parents facilitate language development at home in the heritage language. The project will also include Implementation Components designed to maintain high quality implementation at sites. These components include: monitoring by project staff geared specifically to the needs of sites, peer coaching training, and development of an electronic communication network to facilitate communication among users across sites. Target audiences for the model include Head Start programs, center-base school district programs, and community-based child-care facilities that serve, or wish to serve, young children with disabilities.

Products: Several Replication Components will allow the model to be self-supported by the end of the project. These components include: 1) training on-site +trainers; 2) refinement of print and video materials to support model implementation; and 3) public awareness activities to inform potential sites of availability of the model. The project will replicate the validated model at seven sites in year one, seven additional sites in year two, and at least four additional sites in year three.

Grant Number: H324R000029

Career and Life Options for Youth with Severe Emotional Disabilities and Mental Illness

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This project aims to replicate components from a school-to-adult life transition model serving adolescents with severe emotional disabilities, a population that has posed substantial challenges to school systems nationwide. The program, entitled the "Career Transition Project (CTP)," demonstrated that comprehensive wrap-around services provided to youth with severe emotional disabilities—when provided by dynamic and flexible case managers—were effective in helping these youth lessen their rates of hospitalization, interaction with the juvenile justice system, school failure, family crisis, substance abuse, and other life barriers. Where CTP interventions were implemented, 85% of participating youth obtained jobs prior to leaving school, 86% achieved their high school diplomas, and 90% of those youth were either employed or enrolled in postsecondary education immediately following graduation, representing positive outcomes for this population.

Method: CTP will demonstrate replicability of the model within three geographically and demographically diverse communities: Baltimore, Maryland, Harrisburg, Pennsylvania, and San Francisco, California. The project will achieve the following: 1) provide direct case management services to 90 youth with severe emotional disabilities (30 in each site, over a three-year period); 2) deliver extensive orientation, training, and support to case managers and to other involved partners, in each site; 3) develop summary reports, articles, and training materials; 4) disseminate this information nationally through publication, presentation at selected conferences, and constituent World Wide Web sites.

Products: Replication of the CTP model will result in case management services provided to 90 youth, development of training materials, and national dissemination of project information.

Grant Number: H324R000030

Walking the Walk: Promoting Diversity in Early Childhood Intervention through Campus-Community Partnerships

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: Walking the Walk will refine, implement, evaluate, and disseminate strategies and materials for improving the recruitment, preparation, and support of culturally and linguistically diverse individuals through campus-community partnerships. The project will be based on a proven systems-change model that has produced documented, long-lasting, and meaningful changes in preservice personnel preparation.

Method: The project will use a participatory approach that involves key stakeholders (families; individuals with disabilities; administrators; faculty members from diverse disciplines at community colleges, universities, and Historically Black Colleges and Universities; students; and practitioners) in every aspect of the project. Salient features of the Walking the Walk implementation plan include: 1) utilizing the expertise of a diverse group of national/state/local Leadership Partners to guide the project; 2) identifying needs, priorities, and support for addressing diversity issues with stakeholders from seven North Carolina replication communities (n=175); 3) providing models, materials, and experiences, including an intensive training institute designed to address diversity priorities for community-based teams of family members, administrators, faculty, students, and practitioners (n=84); 4) facilitating the development of individual and community action plans for addressing diversity issues; and 5) providing technical assistance and follow-up training over an 18-month period in support of the action plans. About 75% of the members of each team will be drawn from higher education settings (n=63), and approximately one-third of those from community colleges.

Products: Based on current faculty student ratios, approximately 1,911 students will benefit from the participation of their instructors. Thus, a total of 2,170 individuals will benefit directly from this project. The outcomes of this project include: 1) increasing the knowledge and skills of faculty related to using innovative instructional approaches to address diversity in personnel preparation programs; 2) building the capacity of early childhood intervention personnel preparation programs to recruit, prepare, and support diverse students; 3) increasing the capacity of graduates of early childhood intervention programs in institutions of higher education (IHEs) to work effectively with diverse children, families, and practitioners in natural environments; and 4) strengthening the linkages among IHEs, community practitioners, and families.

Grant Number: H324R000033

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT-Physicians)

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This outreach project, Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT), will replicate a model that addresses an almost universal challenge in early intervention: the involvement of physicians in community early intervention systems. CFIT Outreach will increase physician participation in the early intervention system through replication of a proven model of training that provides pediatricians and family physicians with the information and skills they need to be full participants on community-based early intervention teams.

Method: The CFIT model was developed by Child Development Resources, Inc. (CDR) working in collaboration with the Virginia Academies of Pediatrics and Family Physicians and colleagues at the University of Virginia School of Medicine in response to training needs identified through a survey of physicians and families. Evaluation data provide strong evidence of the efficacy of the model in increasing pediatricians' and family physicians' knowledge and competency as members of early intervention teams. The CFIT model includes three replicable components: State Planning, Introductory Seminars, and Independent Study. The State Planning component involves the development of state leadership planning groups composed of Part C personnel, physicians, and other key personnel to replicate the CFIT model. Leadership planning groups in five to eight states will work with project staff to plan the replication process in their own state. Following State Planning, the Introductory Seminar will introduce physicians to the concepts of: a community-based, interdisciplinary, interagency early intervention approach; family-centered services; and the Independent Study process. Training methodology is designed to be as individualized, self-directed, and self-paced as possible, and to acknowledge the special difficulties physicians may have in finding time for inservice training. CFIT training has been approved for continuing medical education credits.

Products: The project will promote awareness and replication of the CFIT model and its products through dissemination activities. These activities will inform the professional community and families about project services, products, activities, and findings.

Grant Number: H324R000037

A Family-Centered Transagency Team Outreach Program to Improve Services and Outcomes for Children Aged Birth to Five with or At-Risk for Disabilities and Their Vulnerable Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: Most administrators and staff in early intervention and early childhood programs have not been trained to work with children with or at risk for developmental delays. In response to those training needs, Project Transformation will provide training and disseminate information on effective ways to intervene in the child's natural learning environments, to improve services, and to achieve optimal outcomes for children ages birth to five with or at-risk for developmental delays and for their vulnerable families who may have significant socioeconomic and psychological stresses.

Method: The model upon which the project rests is The Family-Centered Transagency Team Model (FCTTM). The model is based upon best practice intervention methods which have shown to improve services and developmental outcomes for children with or at risk for developmental delays and to assist their vulnerable families to stay together and to increase their parenting knowledge and skills. It is also based upon a proven replication training model. The four primary activities for the project will include: 1) public awareness; 2) product development; 3) replication training and technical assistance; and 4) dissemination activities and awareness training. The project will work with 20 replication sites, located in nine states over the course of the project period. In year one the sites will be as follows: one site each in Massachusetts, Colorado, New Hampshire, and Hawaii, and two sites in North Carolina. The replication training provided at each site will involve three to five days of initial training for the administration of the program regarding the implementation of the model, follow-up monthly telephone support for the administrator responsible for the implementation of the model and the teaching and related staff working with the children in the project, two to five days of onsite training and technical assistance within three to four months of the initial training for the administration, teaching and related staff and a post day of consultation to the administrator on the continued implementation of the model.

Products: The project will develop journal and newsletter articles, position papers, a project brochure, one-page information sheets, and the FCTTM manual. The manual will provide empirically supported strategies for intervening with young children with or at risk for developmental delays in their natural learning environments and for providing support for their families. It will also be written in a self-directed format for providers in other settings to use as a replication guide. Four annual awareness training workshops and presentations will be made at state, regional, and national conferences as well as on the site of early childhood programs.

Grant Number: H324R000039

VIISA Outreach: Outreach Services to Assist States to Replicate an Inservice Training Model for Professionals Working with Infants and Young Children Who Are Blind and Visually Impaired and Their Families

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project will assist states in implementing an Inservice Training Model for personnel serving young children who are visually impaired and their families through the coordinated efforts of state lead agencies and a team of state instructors trained to teach two courses: "Infants & Toddlers," and "Preschoolers in Center-Base."

Method: A national instructor mentors personnel through their first course series. The project helps provide materials for instructors and course participants. Both courses use a format that includes onsite class time with home-study assignments, practica, and chat sessions. The project provides ongoing technical assistance to states and users. This project is based on the VIISA Project (1991-1994) and its two outreach periods (1994-2000). The objectives of this project include: 1) create awareness of needs of young children who are visually impaired and the resources and training available through VIISA; 2) coordinate all VIISA activities through state lead agencies and consumer groups via a task force; 3) enhance capacity of states to provide VIISA training through state training teams and by providing support through technical assistance; 4) provide training to personnel on use of effective practices and resources with young children who are visually impaired; 5) pilot use of mentors for course participants in one state a year, evaluate its effectiveness, and then disseminate results; 6) develop and disseminate resources and training materials for instructors and service providers; and 7) evaluate effectiveness of training and materials with states, instructors, interventionists and families, then make needed changes as appropriate.

Products: The project will assist three new states in putting the inservice model into place; assist three states in incorporating the mentor piece into training; and provide technical assistance to 20 states. About 380 individuals will receive training each year, impacting the lives of 1,320 children yearly. The project will update training materials and produce new resources.

Grant Number: H324R000044

Future Bound: An Outreach Project to Promote Post-Secondary Transition Opportunities for American Indian Youth in Minnesota

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This project represents a collaborative effort on behalf of the Minnesota Department of Children, Families, and Learning (CFL), the Institute on Community Integration (ICI) at the University of Minnesota, and selected high schools and postsecondary education programs to promote the successful transition of American Indian students with disabilities into postsecondary education settings within Minnesota. Using effective practices and strategies developed from the "Circle of Learning" project, a model and demonstration project conducted by ICI, the project will expand its application to American Indian high school students with disabilities in Minnesota.

Method: Principal partners in this effort include the Indian Education Division of CFL, ICI, the Fond du Lac Tribal and Community College, and all reservation schools in Minnesota. Project activities will be supported by a Project Advisory Committee that will include American Indian tribes and communities of Minnesota, Yellow Medicine East ISD #2190, Upper and Lower Sioux Communities, Fond du Lac Tribal and Community College, Shakopee Sioux Community, Prairie Island Community, and Leech Lake Tribal College. Project staff will join in a collaborative effort to provide several types of services, including: 1) building capacity by creating a cadre of trained American Indian education staff who will support "Future Bound" program activities for students; and 2) conducting product development and information dissemination activities that will reach all 30 tribal colleges in the nation.

Products: Because much of the ongoing technical assistance must be conducted in remote rural areas, contact with students and education staff will be supported by the development of a project World Wide Web site that will include listservs, chat groups, and other information-sharing and dissemination options. This demonstration represents one of the very first efforts to merge the concept of transition services with that of the cultural traditions of American Indian students.

Grant Number: H324R000052

Enhancing the Social Inclusion of Youth with Disabilities: The Yes I Can Social Inclusion Program

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: The University of Minnesota's Institute on Community Integration, in collaboration with disability-related organizations and school districts in five states, have developed an outreach and dissemination project with the goal of enhancing the social inclusion of middle school and high school age young adults with developmental disabilities.

Method: The project will draw upon the "Yes I Can Social Inclusion Program," which was developed and field-tested at the Institute on Community Integration, to: 1) identify local barriers to social inclusion and resources that could be used to enhance outcomes in this area; 2) implement the "Yes I Can Program," in five states and thirty-five communities; 3) train professionals from disability-related organizations within each state to serve as program coordinators; 4) train a cohort of site instructors to implement the program within their schools; 5) provide ongoing outreach and technical assistance to communities adopting the program; 6) evaluate the impact of the program on the social inclusion of participants with disabilities, attitudes and knowledge of disabilities possessed by students who serve as inclusion facilitators, social validity of the program, and other project outreach activities, as well as the cost-effectiveness of the program; and 7) disseminate to key stakeholders information designed to increase their awareness as to the critical role played by social inclusion in adult outcomes for persons with developmental disabilities and the potential of the "Yes I Can Program" and other strategies to enhance outcomes in this area.

Products: In collaboration with other disability-related agencies, this project will assist in developing local capacity and stimulating lasting positive change in the quality of life experienced by young adults with developmental disabilities.

Grant Number: H324R000053

Experiential Outreach for Early Childhood Educators Serving Hispanic Children with Disabilities, and Their Families: A Web-Supported System

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: The project will conduct, refine, and extend a program of experiential-based outreach and staff renewal, focusing on young children with disabilities of rural, low-income, Hispanic and Native American families.

Method: Elements of a total quality education approach, enhanced by rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving, will be applied to empower early educators to conduct outreach within their own centers and beyond. Participants will be brought in from rural Head Start and Migrant Head Start program activities through three phases of outreach: 1) initiate a process of program self-analysis and renewal; 2) sustain the process by assimilating selected exemplary practices into their own program activities; and 3) extend the process to colleagues as on-site outreach resources. A particular extension focus will be on enhancing familial/cultural home support practices for parents of children with disabilities.

Products: Four outreach initiation sites will be served from rural Migrant Head Start and Head Start centers in the first year. Outreach services will be extended to four to six additional centers or classrooms in each of the two succeeding project years. Telecommunications-based follow-up and support through the project's World Wide Web site will be deepened using the Outreach Solutions Link, a problem-solving protocol that links participants from all sites with each other and with consulting exemplary practices specialists as a pooled practitioner resource.

Grant Number: H324R000064

High School High Tech Goes to College: Proven Strategies for Ensuring Completion of Postsecondary Education and High Tech Career Entry for Students with Disabilities

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Beginning Date: 8/15/00
Ending Date: 8/14/03

Purpose: This project will prepare students with mild disabilities for postsecondary education and employment in high tech fields. It will offer the follow-along support needed to ensure postsecondary academic and employment success by providing training and connecting them to the job market on completion of training.

Method: Through collaboration with high schools, the project will help students identify career paths based on meaningful involvement in a variety of occupational experiences and provide them with a broad knowledge and high tech skills acquired through site visits, job shadows, internships, summer Tech Camps, and Career Day activities. Students will be provided with at least four postsecondary options, and juniors and seniors will be given transition planning assistance. Summer college preparation and self-advocacy training will be provided, and past graduates will mentor current students. Summer internships and connection with employers will also be provided.

Products: The project will expand the number of businesses in which students participate through site visits, job shadowing, and internships. It will enhance linkages with postsecondary institutions to ensure access to desired schools and it will support successful completion of postsecondary training through mentorships from project staff, peers, and career professionals. The project will connect students to high tech employment and evaluate its impact on training and employment.

Grant Number: H324R000074

Sports Education Camp for Students Who Are Blind and Visually Impaired

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: The goal of this outreach project is to replicate a proven model for providing opportunities for students with blindness or low vision to participate fully in physical, sports, and recreation activities. Because of their participation in project activities, students will improve their motor skills, their self-confidence, and their ability to interact effectively with others. They also will acquire knowledge and skills at the camp that will enable them to participate more fully in physical education, sports, and recreation activities in their schools and communities. Their teachers and parents will acquire knowledge and skills that will enable them to support student participation in sports and recreation activities.

Method: The project's goals will be achieved by: 1) replicating and expanding a successful local model program known as the Sports Education Camp for Youths with Visual Impairments (SEC) to nine sites and hosting a total of fifteen camps; 2) developing and teaching a distance-education version of Western Michigan University's Blind Rehabilitation 606 course entitled "Adapting Mainstream Physical and Sports Education for Youths with Visual Impairments;" 3) creating a network of students, parents, educators, and others to promote advocacy and access in sports-related activities; and 4) creating and disseminating products designed to make consumers, parents, educators, and the general public aware of the educational barriers faced by visually impaired students and the methods by which to overcome these barriers. SEC is a week-long residential program in which students 10-12 years of age learn and/or refine basic skills of running, jumping, and throwing. Students 13-16 years of age learn and compete in track and field, swimming, wrestling, goalball, gymnastics, bowling, and lifelong fitness promotion. The procedures and the tools for planning, management, camp operations, and evaluation of the SEC will be used in this outreach project. In Year 1, one camp will be established in each of the four USABA regions. Two camps will be initiated in year two, and three in year three. Each camp will be supported for two years. Camps will be held in the first year at the University of Arizona (Tucson), Cardinal Stritch University (Milwaukee), North Carolina Central University (Durham), and Marshall University (Huntington, WV). In each location, partnerships of university preparation programs, public and residential school programs serving students with blindness and visual impairments, rehabilitation agencies, students, and parents will plan and provide the camps.

Products: The project will ultimately reduce the known barriers to physical, sports, and recreation education for students who have visual impairments. This project's partnership with the United States Association of Blind Athletes (USABA) will aid its continued support after the three-year project period ends.

Grant Number: H324R000084

Missouri Access Recreation Project

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: The overall goal of this project is to create access to inclusive community-based and school-based recreational opportunities for students with disabilities that are consistent with individual interests, talents, and personal lifestyles. This project will improve the capacity of Missouri recreation providers (e.g., Parks and Recreation Programs, YMCAs) and school personnel (e.g., physical education instructors, coaches, club advisors) to provide accommodations and supports to students with significant disabilities that facilitate their inclusion in extracurricular, cultural, leisure, and recreational activities. In addition, this project will work closely with students with disabilities and their families to explore personal recreational interests and to access activities that are consistent with individual interests, talents, and lifestyle choices.

Method: To achieve this goal, the University of Missouri-Kansas City Institute for Human Development (UMKC-IHD), the Recreation Council of Greater St. Louis, the Access Recreation Group, Missouri Parents Act (MPACT), and the Missouri Parks and Recreation Association (MPRA) have developed a collaborative partnership to create the Missouri Access Recreation Project. The project will demonstrate how students with disabilities can be fully included within community recreation programs and school extracurricular activities by working in collaboration and partnership with community recreation providers, school personnel, and students with disabilities and their families across Missouri. This project will address these needs through a variety of activities associated with the following project objectives: 1) adapt the Michigan "Access Recreation" training curriculum for use in Missouri; 2) develop a Missouri Access Recreation state council and 10 community inclusive recreation access committees to guide the development of this project and to address state and local implementation barriers; 3) provide training to students with disabilities and their families to facilitate the development of person-centered recreation plans within the 10 selected project communities; 4) provide training to community recreation providers and school personnel within 10 selected project communities to improve their capacity to include students with disabilities in existing recreational activities; 5) provide technical assistance to students with disabilities, their families, community recreation providers, and school personnel that facilitates access by students with disabilities to extracurricular school and community recreation activities; and 6) evaluate and disseminate the results and products of this project across Missouri and nationally. Students with the most significant disabilities who have traditionally been underrepresented in inclusive recreation programs (students with significant cognitive, physical, and emotional disabilities) will specifically be targeted through this project.

Products: This project will replicate a Michigan inclusive recreation curriculum and will update and revise a video to include Missouri-specific resources and stories.

Grant Number: H324R000087

Deaf Mentor National Outreach Project: Bilingual-Bicultural Services for Infants and Toddlers Who Are Deaf

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Beginning Date: 1/01/01
Ending Date: 12/31/03

Purpose: This project will assist agencies across the United States in the implementation of bilingual-bicultural programs for young deaf children, age zero to five, and their families, focusing on the use and learning of two languages, American Sign Language and English, and two cultures, Deaf and Hearing culture. The project will equip Deaf adults and hearing early intervention personnel to effectively provide this program option for children and families.

Method: The project is based on the replication of the results of the Deaf Mentor Experimental Project (1993-1995) designed to develop and evaluate the effectiveness of an unprecedented approach to programming for young children who are deaf and their families. This project is also a continuation of the Deaf Mentor Outreach Project (1997-2000). The following objectives will be achieved through this project: 1) create awareness of services, and select Deaf Mentor replication sites; 2) build states' capacity to develop individualized implementation of Deaf Mentor services by collaboratively assessing needs, developing commitment or resources, and developing and carrying out plans for implementation; 3) coordinate awareness, planning, implementation, and technical assistance activities with the lead agency for Part C of the IDEA, the state educational agency for special education, and agencies serving individuals who are Deaf; 4) provide training of Deaf Mentors and Parent Advisors and technical assistance to sites implementing Deaf Mentor Programs; 5) develop and disseminate resources, training, and awareness materials for parents and professionals; and 6) collect child and family progress data and satisfaction data from implementation sites.

Products: The primary outcomes of this project will be to provide outreach services to nine states, ensure that effective services are implemented, and provide state-of-the-art materials to Deaf Mentors/Early Intervention personnel and families.

Grant Number: H324R000092

Establishing Transition Technical Assistance Centers

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: The project will establish Transition Technical Assistance Centers (TTAC) in five local education agencies (LEAs) in five states. Each TTAC is based on a proven model for providing transition services and will become prepared to provide technical assistance for other LEAs across its state.

Method: The transition model is designed to provide students with options within their educational setting to assist them in meeting their postsecondary goals for employment, living arrangements, education, and recreation/leisure activities. The focus of the model is student-centered transition planning supported by assessment of student abilities and experiences for meeting postsecondary goals. It provides all students with disabilities the opportunity to choose between two courses of study: an academic course for students who wish to pursue postsecondary education, and an occupational course for students who wish to enter employment after graduation.

Products: The project will improve and expand the comprehensive system of transition services currently provided by each LEA to the point where it can serve as a TTAC for its state. Project activities will include increasing public awareness, TTAC site development to improve current transition services provided by each site, helping TTACs provide technical assistance to LEAs, product development and dissemination, and evaluation.

Grant Number: H324R000094

Outreach Using A Proven Model of Early Intervention for Students with Emotional and Behavioral Challenges

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This project will replicate, refine, and disseminate the Parent Teacher Action Research (PTAR) model of early intervention by collaborating with Vermont school districts and parent/child agencies. The original model was set up to address the problem of the differential that exists between students who are classified as having Severe Emotional Disturbances and those who are equally in need of access to treatment services and supports. The model focuses on improving the consistency of the child's environment at both home and school, while helping parents and teachers learn new and productive ways of nurturing and educating.

Method: Key participants are 1,000 children who will receive social skills instruction in their first- and second-grade classrooms and 100 children for whom individual parent-teacher teams will be facilitated on at least a monthly basis by local parent liaisons. Project staff will collaborate with school and agency personnel in developing and supporting 100 PTAR teams. Qualitative and quantitative documentation of the replication will enable refinement of the PTAR model and extend its application to urban (Barre City and Brattleboro) and suburban (Chittenden South, South Burlington, and Barre Town) school settings.

Products: The outcomes of this project will be: 1) to establish and institutionalize the PTAR model in four Vermont supervisory union school districts (Barre, Chittenden South, South Burlington, and Windham Southeast) and 2) to prepare replication manuals for statewide and national dissemination, specifically formatted for school personnel, parent/child agency personnel, parent liaisons, and parents. The project is expected to result in new knowledge about the feasibility, political processes, time, and costs of institutionalizing a proven model for early identification and prevention of emotional disturbances.

Grant Number: H324R000096

SPARK: Skills Promoted through Arts, Reading, and Knowledge

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: The SPARK model will address the needs of an increasingly culturally diverse population by providing a model that is designed to provide teachers of young children with: 1) a story-based creative arts curriculum, derived from a variety of cultural and ethnic traditions; 2) a developmentally and individually appropriate curriculum process that can be applied by teachers in a variety of settings to meet the needs of children of diverse skill levels; 3) a system of inservice training and ongoing support to enhance the implementation of the model; and 4) materials to enable families to participate in their child's education.

Method: The SPARK model is focused around weekly curriculum units. Each unit includes a story that is read daily and 12-15 activities (three per day) which emphasize concepts drawn from the story. The curriculum, designed to promote child engagement while embedding individualized education program and developmental goals through story time and activities, also promotes emergent literacy skills and awareness of diverse cultures, traditions, and practices. The outreach design consists of six major components: 1) awareness and site selection; 2) planning of the individual site plan; 3) inservice training; 4) technical assistance; 5) evaluation; and 6) dissemination of information. Six states (Illinois, Indiana, Kentucky, Louisiana, Minnesota, and North Carolina) are currently replicating the model, and inquiries about the possibility of becoming an outreach site have been received from programs in three additional states (New York, Oregon, and Wisconsin) and from additional sites within the six replication sites.

Products: Over the three years of the project, over 5,000 children and their families will be affected by the SPARK model. The model will continue to be replicated in a variety of settings such as: public early childhood special education (ECSE) programs, private day care settings that include children with disabilities, Head Start programs (both center-based and home-based), and family child care settings that contain children with disabilities.

Grant Number: H324R000097

AHEAD (At Home and At Day Care) Outreach

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: This outreach project, AHEAD (At Home and At Daycare), will provide a "train the trainer" model to equip states and early intervention agencies with trainers who will provide high-quality training to early interventionists in delivering effective family-centered practices and natural environment services.

Method: The project will build the capacity of states to provide quality training that reflects current needs in applying family-centered practices and naturalistic intervention strategies, and it will establish partnerships to assure that program components have broad applicability. It will create an awareness of the services it provides through development and dissemination of brochures, teleconferences, and presentations.

Products: The project will provide outreach services to eight states. New training, activities, and products will be developed according to the needs of AHEAD trainers and interventionists. These will include new training packages in the areas of assessment of young children, provision of services in natural environments, writing Individualized Family Service Program goals, and transition. The project will also update existing training packages and use them to develop an advanced strand, videotapes on providing services in natural environments and a monograph on working with grandparents, and technical assistance to trainers through the use of technology.

Grant Number: H324R000098

Promoting Learning through Active Interaction: A Distance Education Inservice Model for Early Intervention Service Providers

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Beginning Date: 9/01/00
Ending Date: 8/31/03

Purpose: The Department of Special Education at California State University-Northridge, in collaboration with the Division of Special Education at California State University-Los Angeles, the California Early Intervention Technical Assistance Network, other state agencies, and early intervention programs, has developed an innovative inservice training model for service providers working with infants who have multiple disabilities and their families. This outreach will build on the intervention strategies developed and validated in Project PLAI (Promoting Learning through Active Interaction). PLAI Outreach will include service providers working with families and their infants who have severe developmental delays, in addition to other significant disabilities.

Method: There is a statewide lack of personnel trained to work with this most challenging group of infants. By using distance education methods to train service providers to support caregiver interactions and to meet the infants' intensive intervention needs within daily activities, the project will address both the need to train personnel and the complexities of serving families of diverse cultural backgrounds in urban and rural regions of California. To accomplish this goal, the project will focus on the following objectives: 1) develop, implement, and evaluate a flexible and interdisciplinary inservice training model and materials involving a variety of distance education methods to increase the skills of service providers; 2) develop, implement, and evaluate a Mentor Network of experienced service providers who will provide collegial support through mentoring, coaching, and on-the-job follow up to less-experienced service providers; 3) increase the numbers of service providers who are trained to address the early social and communication needs of infants who have multiple disabilities and to work effectively with families and other caregivers of diverse cultural and linguistic backgrounds; and 4) evaluate the expanded PLAI model in rural and urban areas throughout California with early intervention personnel who have diverse disciplines and various level of training. The inservice model will include distance delivery methods, regional and onsite meetings, and mentorship and collegial support. The effectiveness of the inservice training and mentor network models will be evaluated through the qualitative measure of participant satisfaction and through quantitative measures involving changes in the skills of early interventionists.

Products: The project will result in 1) the validation of a distance delivery inservice model; 2) a World Wide Web site and other instructional resources and materials for training service providers; 3) an increase in qualified service providers and local capacity; and 4) improved early intervention services to infants with multiple disabilities and their families. Products will include a programmed World Wide Web site archive of the interdisciplinary course content, learning activities, and mentor network provided through a variety of distance delivery methods and a CD-ROM with sample cases.

84.324S
Research Institute to Improve Results for Adolescents with Disabilities in General Education Academic Curricula

Grant Number: H324S990001

The Institute for Academic Access: A Research Institute to Improve Results for Adolescents with Disabilities in General Education Academic Curriculum

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Beginning Date: 9/01/99
Ending Date: 8/31/04

Purpose: The Institute for Academic Access (IAA) will conduct research to create instructional methods and materials that will provide students with disabilities authentic access to the high school general education curriculum. Additionally, the project will work with the staff of other research institutes and a variety of other professional and advocacy organizations to ensure dissemination to a wide audience.

Method: The IAA will bring together eight investigators to work under a common conceptual framework to build an understanding of high schools as they relate to students with disabilities, to construct interventions that improve the performance of these students, to determine the effects of the interventions with regard to student outcomes, and to integrate the interventions into a comprehensive instructional model. Training and research opportunities will be provided for graduate students.

Products: The IAA will create effective instructional interventions that can be used across the subject areas. It will develop effective ways to help teachers learn about and implement those interventions and it will develop effective ways for helping schools to reform their educational processes. The institute will create tools to improve the performance of students so that they are active participants in the learning community, earning average or above-average grades, and meeting specified standards in the general curriculum. Finally, it will disseminate its findings nationally to practitioners and trainers through manuals, videotapes, workshops, and other media.

84.324T
Model Demonstration Projects for Children with Disabilities -- Directed

Grant Number: H324T990001

Baltimore Transition Connection: Integrated Community-Based Education for Young Adults with Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Baltimore Transition Connection is designed to improve the employment prospects of youth with significant disabilities and to decrease the circumstances that produce educational segregation for them. It will do this through the sequential, system-wide implementation of an age-appropriate, community-based transition program in the Baltimore City Public School System (BCPSS).

Method: The model will be implemented through the careful re-deployment of BCPSS staff, the redesign of curriculum, the cooperation with post-secondary educational institutions, collaboration with adult service providers, and participation of youth with disabilities and their families. The program will be entirely community-based and in age-appropriate environments. The instructional design will be highly individualized, based on the students' Individualized Education Programs, and will emphasize community experiences, especially those that are work-based.

Products: Targeted instructional outcomes will include students exiting their education with a job intended for long-term employment, as well as with ongoing support from adult service entities. By the end of the federal support of this project, the educational delivery model will have been instituted for the majority of youth served by BCPSS. Dissemination of project materials will be done through the Maryland Transition Initiative and through journal publication and conference presentations.

Grant Number: H324T990006

Enhanced Child Find through Newborn Hearing Screening

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will develop, implement, evaluate, and disseminate a model that promotes early identification for all eligible children through mandatory hearing screening. The goal of the project is to provide information, education, and support for families whose infants fail the initial hearing screen and are referred for further evaluation and early intervention, if eligible.

Method: In addition to developing materials to be disseminated to parents and professional health care personnel, the project will develop a parent-to-parent model of support for families as they move from screening to evaluation and early intervention. The project will initially be developed at the University of Connecticut Health Center's hospital and expanded to seven other birthing hospitals in the North Central Region of Connecticut.

Products: To assist in replicating the model, the project will produce and disseminate informational, educational, and support materials such as booklets, videotapes, and an Internet Website for parents and professionals. The materials will be a prenatal resource for all parents in preparation for newborn hearing screening. The materials will help guide families if they require further evaluation or early intervention.

Grant Number: H324T990012

Learning to Learn: A Systematic Child-Centered Model for Skill Development in Young Children Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Learning to Learn Project will develop a model of skill development for 3- to 8-year-old children who are deaf-blind that will target the fundamental skills necessary to understand and master the social environment (social interaction and communication) and the physical environment (manipulating objects and negotiating obstacles and barriers). The model will integrate research-based materials into transition strategies to ensure continued progress.

Method: Major phases of the project include model development, implementation, field testing, evaluation, and dissemination of final products. The model's instructional content will consist of teaching the social,

communicative, and cognitive skills needed to interact with the social and physical environments. Individualized interventions will harness the intrinsic motivations of each child. Systematic instruction will involve families and professionals and allow them to understand how learning unfolds, how intervention plans relate to the child's current skills, and how they can support the development of new skills.

Products: The project's outcomes will be student understanding and mastery of the social and physical environments that will allow the child to take in new information, respond to it, and act on it appropriately.

Grant Number: H324T990014

Class-Wide Peer Tutoring Infused into the Beginning Reading Curriculum of Young Children

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: This project will combine recent class-wide peer tutoring (CWPT) research with new research on early reading skills, in order to develop, demonstrate, evaluate, and disseminate a version of CWPT-Beginning Reading for use in primary reading instruction.

Method: The project will develop a set of curricular and instructional interventions built on principles of curricular design in reading, reciprocal-peer-teaching, integration with other "teacher-mandated reading programs," behavior management, and instructionally relevant measurement. Based on research and participation of school personnel, the project will frame and implement a plan, including professional development, to provide a comprehensive, effective, and sustainable approach for K-3 general and special education teachers and staff who serve children who are at risk, are culturally diverse, have mild disabilities, and are included in the general education curriculum.

Products: The project will improve the quality and efficiency of CWPT and encourage wider-scale uses of the technique, increasing benefits to literacy. Benefits will be realized directly by the 264 students (40 with learning disabilities) and the 48 teachers who participate in the project. Products will include curricular and instructional interventions in early reading materials that teachers can easily use, training formats for establishing and maintaining use, and research evidence of effectiveness based on multiple methods replicated at multiple sites.

Grant Number: H324T990015

Early Connections

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: The Early Connections Project synthesizes a variety of approaches for state and local child find to address the issue of early identification for young children and their families. It is a collaborative project of key state agencies, a state university, a medical school, and local providers and families. The project will work with six New Hampshire communities to promote statewide hearing and vision screening, family participation in a screening system, and linkages among practitioners and agencies concerned with early identification.

Method: The project will establish and support a state-level policy and practices review committee and advisory committee to promote a comprehensive, collaborative, value-based, child find system across state and other agencies concerned with young children and their families. It will establish and support community demonstration teams in six New Hampshire communities to promote child find policies and practices at a local level. It will conduct evaluation of all project processes and materials and work with communities and constituents to design and implement a plan to infuse successful processes and strategies in communities throughout the state.

Products: The project will disseminate information, strategies, resources, and materials in a variety of user-friendly formats to wide audiences throughout the state and nationally. Through its efforts, the project expects an increase in the number and percent of eligible infants and toddlers and their families to be identified and served under Part C of IDEA, an increase in the number of young children who participate in hearing and vision screening in the target communities, and an increase in the number of families participating in parent-completed screening and monitoring of their young children. The project also expects an increase in the adoption of exemplary child find policies and practices at the state and local levels.

Grant Number: H324T990018

Reading and Intensive Learning Strategies (RAILS): A Model of Early Reading Instruction

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Beginning Date: 8/15/99
Ending Date: 8/14/03

Purpose: The RAILS project is a model reading program for special education and inclusive classrooms. It is composed of three elements: structural, assessment, and curricular. The structural component uses a distributed practice model (reading occurs twice daily); the assessment component incorporates curriculum-based

measurement (CBM); and the curricular component has explicit instruction in six component areas: alphabetic understanding, phonemic analysis and word reading, vocabulary, listening comprehension, reading comprehension, and literacy in the home.

Method: Classroom teachers will be trained to delivery the RAILS model through workshops, model demonstrations, and coaching. In the first year, teachers will be trained on structural and curricular components. Training in CBM will be done in the second year. District personnel will be prepared as site trainers and RAILS will be transported to a second site for institutional support.

Products: The project has several levels of dissemination: local, state, and national. The transportability of the model to a second school within the district will be studied. Teacher-trainers who have used the model will assist in training the teachers in dissemination sites, building the district's capacity to maintain the model beyond the project time period. A wide audience will be reached at all three levels through conferences for researchers and practitioners, and through publication in journals. A Website will describe the RAILS project and the results of the applied research.

Grant Number: H324T990023

Dynamic Community Connections: A Process Model for Enhancing Child Find in Rural Areas

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Rural Institute at the University of Montana and the Teaching Research Division at Western Oregon University will develop a model for individualizing local child find programs in rural areas. The model will ensure the comprehensiveness of local Part C IDEA child find and public awareness activities in rural areas in order to identify and refer infants and toddlers who are at risk or have developmental delays.

Method: The model will be family-centered in order to promote easy and multiple access to public awareness information and child find activities for families. It will be focused on finding infants and toddlers as early as possible, and it will be individualized to meet the unique characteristics of rural communities and areas. The project will start where each community/area is in implementing public awareness and child find activities, and advance from there. It will be diversified in the inclusion of local partners necessary to create a comprehensive public awareness campaign designed to reach all population groups.

Products: The project will establish a resource center which will include public awareness and child find information programs and materials to support local activities. The model will be implemented, evaluated, revised, and replicated in Montana and Oregon Part C early intervention service agencies. These activities are devised to build local capacity to continue the model after the demonstration phase. The utility and potential for dissemination in other states and programs will be strengthened by the model replication.

Grant Number: H324T990024

Project PRIDE: Preventing and Remediating Reading Problems through Early Identification and Direct Teaching of Early Literacy Skills

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Beginning Date: 1/01/00
Ending Date: 12/31/03

Purpose: Project PRIDE is a multi-tiered, research-based prevention and remediation model for grades K-3 that offers extra support for students with learning disabilities at the first sign of reading difficulty. Student support is offered along a continuum of intensities or instructional tiers which deliver maximum access to general education programs while providing more intensive services if needed.

Method: Project PRIDE is based on research in reading decoding, reading comprehension, effective instruction, positive and long-lasting school change, and the use of volunteers in the schools. The project will incorporate multiple measures of results to determine the effectiveness of the model and its components, including student, teacher, and parent outcomes.

Products: The project model incorporates a number of features, including a battery of assessments for early identification of reading problems, a continuum of reading interventions, a research-based beginning reading curriculum that teaches phonemic awareness, specific strategies for coordinating reading programs for at-risk students and students with disabilities, and a progress monitoring system that is sensitive to student growth and helps them move through the continuum of interventions. The project will produce detailed procedures and materials to enable others to replicate the model through separate training manuals and videos. Findings will be disseminated through a Webpage; distance learning; and presentations that can be utilized by local, state, and national parent and literacy groups.

Grant Number: H324T990025

Project SALUTE: Successful Adaptations for Learning to Use Touch Effectively

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: Project SALUTE (Successful Adaptations for Learning to Use Touch Effectively) addresses the learning needs of children who are deaf-blind or who have severe visual impairments and require a primarily tactile mode of learning. The project will identify, document, and develop tactile strategies and produce materials to assist service providers and family members to interact more effectively with these children.

Method: The project will bring together experts in the field, family members, and service providers through a national advisory and development committee and in focus groups to identify the tactile learning needs of children who are deaf-blind, and to develop strategies to address these needs. The first year of the project will

involve a thorough review of the literature, gathering data to be used in the second and third years to develop and field test a manual and videos that demonstrate strategies and methods to enhance tactile learning.

Products: In the final year of the project, the manual and videos will be disseminated through a variety of mechanisms and sent to national and state technical assistance projects serving children who are deaf-blind and their families. Videos will be closed-captioned and narrated in English and Spanish. Arrangements will be made for commercial publication of the materials after the project period, ensuring widespread and long-term effects of project activities.

Grant Number: H324T990026

Interagency Collaboration for Child Find

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: The goal of this program is to increase referrals to and coordination with Part C eligible children from the child welfare system. Project activities will focus on children, birth to 36 months, who have, or are at risk for, developmental disabilities and who are enrolled in child welfare services through foster care or child protection.

Method: The program will use information in CWEST (Colorado's Child Welfare Eligibility System) and the Colorado Part C Child Count to identify children who may be Part C eligible, who are not receiving Part C services and supports. Names of these children will be provided to county social service workers, who will contact families regarding possible eligibility. Screening will be done through social services to determine if referral to Child Find is warranted. Project staff will work with social services, Child Find/Part C, and the Colorado PEAK Parent Training and Information Center toward the objective of increasing referrals to Part C and coordination of services, supports, and funding sources.

Products: The project will result in increased referrals to Child Find and enrollment of target children in early intervention programs. A number of products will be developed, field-tested, and disseminated, including: 1) documentation of this approach to facilitating referrals; 2) a detailed syllabus which will combine both didactic and hands-on training techniques, print, slide, and video materials to be used in supporting the on-site technical assistance model; 3) detailed information illustrating the specific barriers encountered and the strategies for addressing them; and 4) dissemination of case studies illustrating the impact of procedures to increase enrollment and coordination of services and supports in inclusive environments. The project's technical assistance services will include workshops, consultation, on-site technical assistance, and the provision of screening tools.

Grant Number: H324T990029

A Community-Based Transition Model for Youth Ages 18-21

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: Franklin County Educational Services Center and the Ohio State University Medical Center will establish a model program at the Medical Center that delivers work-site learning to youth with moderate and severe disabilities in an age-appropriate setting. Students will gain in-depth work-site experiences that are supported by a curriculum that emphasizes self-determination, choice, employability, and job search skills.

Method: Through this project, students will receive situational assessment, job training, job placement, and follow-along services as part of their education. The project has established a classroom at the Columbus State Community College for youth with disabilities who have not left secondary school and will receive services through age 21. The project will be guided by a participatory action team (PAT) composed of parents, students, business representatives, and school and agency personnel. The PAT will contribute to the design, implementation, and evaluation of the program.

Products: Through the model, the project will facilitate school and community partnerships to improve students' transition services and outcomes, and it will implement the transition to employment through the Individualized Education Program process using Social Security Work Incentives for youth receiving Supplemental Security Income. The project will increase the percentage of youth participating in employment through an intensive job exploration, training, and placement program at the local medical center. It will develop products for parents, students, school personnel, adult services agencies, and businesses to assist other local education agencies to replicate the model.

Grant Number: H324T990030

Project SPARKLE: Supporting Parent Access to Resources, Knowledge, Linkages, and Education

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: Project SPARKLE (Supporting Parent Access to Resources, Knowledge, Linkages, and Education) will develop a new model of individualized learning that will enhance the ability of parents of children who are deaf-blind.

Method: The project will meet the need for learning that is tailored to specific child and family needs by providing parent access to information, training, resources, and linkages, via the Internet in their homes. Parent curricula, media, and other materials will be designed and developed to support individualized learning. During the

project, parents will be linked to multiple resources, including local parent centers, community supports, national organizations, and other parents of children who are deaf-blind. Support will also be provided for children through the Individualized Family Service Plan/Individualized Education Program process.

Products: The individualized learning program developed by this project can greatly increase parents' knowledge of educational problems, issues, and effective strategies for their children who are deaf-blind. A general curriculum manual on deaf-blindness will be adapted into a parent curriculum manual with supporting videotapes and a CD-ROM. Many of the materials developed by the project will be designed in a self-study format for use in the home. In addition to dissemination through state and parent organizations, project results will be disseminated through Deaf-Blind Link, a national clearinghouse.

Grant Number: H324T990031

Beyond High School: A Model Demonstration Project to Promote the Inclusion, Independence, and Self-Determination of Students with Mental Retardation

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Plano Independent School District, in collaboration with The Arc, will develop a model for the education of students with mental retardation (ages 18-21) which incorporates components of best practice in the education of students with mental retardation and overlays on this framework innovative procedures to promote self-determination.

Method: The project will first evaluate and bolster the school district's services for students ages 18-21 to ensure that all components of a quality transition program are in place. A comprehensive evaluation framework will be designed and implemented to determine the efficacy of these services. Additional instructional activities and supports to promote self-determination will be designed. Faculty will receive training related to transition services, educating learners with mental retardation, and promoting self-determination. The project will be implemented and evaluated in the second year and revised in the third year.

Products: The evaluation used in the project will provide extensive information on practices related to transition and the education of students ages 18-21 with mental retardation. Data generated will be used to examine what characteristics affect educational outcomes, self-determination, and program success. The design, implementation, and evaluation process will result in a model to be widely disseminated. Project materials will include guides to implementation, a video to accompany the written materials, and various Web-based training programs. The Arc will help to widely disseminate information about the model through its extensive network and in its publications catalog.

Grant Number: H324T000001

PAR Model Demonstration Project: Developing, Implementing, and Sustaining Comprehensive School-Wide Behavior Programs for All Students

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: This project presents a process-based approach in which collaborative teams of teachers, administrators, parents, and related services personnel work together within a prescriptive format to come to consensus on plans and strategies to prevent the occurrence of troubling behavior, respond to instances of rule compliance and noncompliance in a consistent and positive fashion, and resolve many of the issues that cause or precipitate the troubling behavior. The challenge of managing such troubling behavior in schools is often exacerbated by the presence of students identified as having emotional/behavioral disorders, learning disabilities, attention difficulties, and/or other disabilities. This project addresses Focus 2: K-3 Behavior and Reading Intervention Models.

Method: In partnership with two local school districts, the project will develop necessary materials and processes and will facilitate the development of school-wide, comprehensive plans of behavior in two under-performing high-poverty elementary schools (one urban and one suburban). Major project activities include: 1) the preparation and refinement of training materials; 2) the delivery of school-based training that results in the development of a comprehensive school-wide behavior management plan for all students, particularly those with identified behavioral difficulties who require a functional assessment of their behavior; 3) the development and implementation of school-wide supports (both high and low tech) for the sustainability of the plan; and 4) multi-method evaluation of specific model components, particularly those designed to address the needs of students who do not respond to the universal or inclusive prevention efforts.

Products: The project will develop training materials, deliver school-based training, and conduct multi-modal dissemination of effective processes and products to participating staff development personnel and interested members of the larger educational community.

Grant Number: H324T000003

Student Success = School Success (SSESS): Demonstrating Success for All Youth Using a Data Based School Wide Improvement Model within a Quality Framework - Lessons Learned from Beacons of Excellence in Secondary Education

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Beginning Date: 1/01/01
Ending Date: 12/31/04

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will develop, implement, and evaluate a data-based school-

wide improvement model set within a quality framework and founded on lessons learned from the Beacons research, which identified factors associated with the success of four high schools across the country.

Method: The project goals are the following: 1) develop the SSESS Model of Success from Beacons of Excellence research; 2) implement the SSESS Model to improve learning outcomes of all youth; 3) evaluate the effectiveness of the SSESS Model; and 4) disseminate the SSESS model, practices, and evaluation results. Faculty and staff at the Institute on Community Integration at the University of Minnesota will collaborate with Beacons school consultants, SSESS implementation schools team members, consumers, parents, and others to meet the goals of this project.

Products: The intended outcome of the model is SUCCESS — Student Success Equals School Success — and is intended to promote achievement of all students, including students with disabilities, in secondary education. The project will actively disseminate and publicize the findings of the effectiveness evaluation to inform and influence policy, practice, and research.

Grant Number: H324T000006

Promoting Responsible Actions through Intervention and School-Wide Education: Project PRAISE

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: School-wide interventions are needed to reduce the adverse impact of attention deficit hyperactivity disorder (ADHD) on the educational and social functioning of students and to prevent emergence of disruptive behavior disorders among at-risk children. This model demonstration project addresses these needs by implementing a school-wide behavioral management intervention supported by collaboration with key stakeholders outside the school system (parents and providers) to reduce the severity and impact of ADHD among students in preschool, elementary, and middle school settings. This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities.

Method: The project will: 1) increase behavioral compliance and school performance of students with ADHD, as well as their schoolmates, through implementation of a school-wide positive behavior management intervention; 2) demonstrate the effectiveness of a teacher leadership model as an effective method for actively involving school staff in establishing and developing proactive behavioral management of children with ADHD; 3) involve parents of children at-risk for or diagnosed with ADHD in parent-training sessions; 4) increase the quality and frequency of communication among parents, schools, and physicians regarding children with ADHD; and 5) conduct a needs assessment with regard to ADHD and behavioral management in the middle school setting. The project will be conducted in urban eastern Virginia, a region with a high prevalence of ADHD, involving an elementary school (inclusive of preschool classes) with approximately 800 students, of whom 8%-10% or 64 to 80 per year are expected to be diagnosed with ADHD.

Products: The expected outcomes of the project include a decrease in rates of behavior and conduct problems (e.g., referrals to principal and guidance counselor offices, suspensions and expulsions, report card behavioral indicators, referrals for alternative schools), a decrease in the need for special education services, and a decrease in rates of absenteeism, while achieving an increase in academic performance outcomes (e.g., standardized test scores, grades).

Grant Number: H324T000007

Leading Maine to Promising Futures

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: This model demonstration project will develop, implement, evaluate, and disseminate an emerging model of personnel development at the middle and high school levels consistent with the recommendations of Maine's Commission on Secondary Education ("Promising Futures"). The project's overarching goal (to improve and enhance teaching, learning, and school structure) calls for whole school reform, resulting in improved outcomes for all youth. This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities.

Method: Utilizing 'communities of learners,' the project will engage youth, educators, and project staff to make changes in the way in which all youth are educated and schools are structured, to enhance and promote systems change in the project's demonstration schools. Through a collaborative infrastructure comprised of the University of Maine's Center for Community Inclusion, the Maine Support Network, the Western Maine Partnership, Maranacook Middle School, and Mt. Abram High School, the project will design and deliver professional development to middle and high school educators, administrators, parents, community organizations, employers, and youth. In concert with the systemic restructuring initiatives at the national, state, and local levels, personnel development will conceptualize and enact instructional interventions to establish and actualize high expectations for the achievement of high standards for all students, including students with a full range of disabilities. In particular, professional development will include content and skill building in the areas of access to the general education curriculum by all students; alternative and authentic assessment, including portfolio and other forms of demonstration; student-centered planning and transition; positive supports; and inclusive school-to-work strategies.

Products: Major project outcomes include: 1) the design, conduct, and evaluation of school-based professional development designed to assure that middle and secondary educators are skilled and able to realize the achievement of the Learning Results by "all" students in partnership with youth leaders; 2) the establishment and dissemination of a model program to promote statewide systems change in the content and process of middle and secondary education delivery consistent with the "Learning Results" and "Promising Futures" in partnership with youth leaders; and 3) the leadership development of individuals with and without disabilities who will share responsibility in their planning and futures through the design, implementation, and evaluation of model "youth leader" education.

Grant Number: H324T000008

"BUILD" Bridges of Understanding to Inclusive Literacy Development

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Beginning Date: 9/01/00
Ending Date: 8/31/04

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will address concerns about low performance of American students on standardized tests, inappropriateness of programs, and the need to better implement educational innovations to yield more efficacious outcomes for students and teachers. It will do so by studying the continued work of teachers, university professors, a principal, and a central office administrator as they develop a program designed to improve writing skills of students at Stony Point Elementary School in Albemarle County, Virginia.

Method: Over the past five years, a study group consisting of general and special education teachers and a faculty member from the University of Virginia has developed an innovative literacy curriculum that has resulted in significant gains in writing for the overwhelming majority of students enrolled. The project will document to what degree this evolving system is able to maintain what has been accomplished over the past five years. In addition, the project will study to what degree a group of newly enrolled at-risk students (mostly African American) from a low-income housing project and students with disabilities are successful in this environment.

Products: From a longitudinal standpoint, this study will document to what extent the actions that emerge from collaborative discourse can result in improved learning for a group of students from very diverse backgrounds with vastly different literacy skills. It should help identify patterns of thinking, communication, and actions that improve teaching and learning, and identify contexts wherein these efforts can be created and sustained over time. In addition, the study should help educators and policymakers identify the types of education and support that "enactors" will need in order to provide instruction that yields benefits for all children served within specific settings.

Grant Number: H324T000010

Bethel Early Reading and Behavior Support Project

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Beginning Date: 9/01/00
Ending Date: 8/31/04

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will develop, describe, evaluate, and disseminate features of a systems approach for effective early reading and behavior support.

Method: The project comprises a three-way collaboration with: 1) Bethel School District in Eugene, Oregon; 2) the OSEP-funded Center on Positive Behavioral Interventions and Support; and 3) the National Center to

Improve the Tools of Educators. Attention is focused on the distinctive combination of effective early reading practices and positive behavioral supports in one school district. Equal emphasis will be given to systems and data-based decision making aspects of this implementation of early reading and behavior support. Federal support will enable Bethel Public Schools to refine, describe, evaluate, and disseminate their implementation of effective early reading and behavioral support by providing school personnel with resources (e.g., release time, staff development, evaluation activities, publishing) that normally are not line items in typical working budgets. Evaluation of the Bethel Early Reading and Behavior Support Project will involve a quasi-experimental design in which the school will represent the primary unit of analysis and will serve as its own control. In year one, the study of the implementation of the project will be focused on two schools, and two to four other schools will serve as "wait-controls." In year two, two of the wait-control schools will receive implementation support, and sustainability effects will be evaluated in the year-one implementation schools. This implementation plan will continue through the duration of the project; however, efforts will shift to large-scale evaluation and dissemination activities in year four, especially at the district-wide level.

Products: Dissemination of replicable programmatic descriptions and of model/demonstration effectiveness will be facilitated through a national network of technical assistance centers and professional networks.

Grant Number: H324T000012

School by School: Improving Special Education Experiences

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Beginning Date: 1/01/01
Ending Date: 12/31/04

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The project will implement a well-defined, rigorously tested, effective, feasible, and replicable model for improving results and services for students with disabilities in the context of whole-school reform. This model will ensure that all students, with or without disabilities, get the individualized attention they need to meet learning and achievement goals.

Method: Building on the work of an existing project, this research-based model requires that schools go through a five-step process. First, the schools will form a collaborative school team composed of parents, students, general and special educators, administrators, other school personnel, and members of the community. This team will take the lead on the change initiative, involving and informing all members of the school community. The schools will then conduct a school-wide self-assessment, including collecting data on intended outcomes. Schools will complete a planning process, creating school-wide goals and objectives and action steps. They will implement the resulting plan and establish ongoing evaluation methods to monitor fidelity of implementation, to assess achievement of intended outcomes, and to provide feedback for decision making and improvement. Intensive evaluation of implementation of the model in an elementary, a middle, and a high school during the first two years of the project, followed by a more focused evaluation of outcomes in the third year, will shape the design of the model that will then be disseminated and assessed for replicability in the fourth year.

Products: The project will produce a clearly defined, useful, complete, and transportable model for improving services and supports for students with disabilities through whole-school reform. A "School Guide to SBS-ISEE (School by School: Improving Special Education Experiences) Model Implementation" will be developed and

disseminated to describe the five-step SBS-ISEE implementation process. Project materials that support each step, and instructions for how to tailor the process to address state or regional context variations, will be included. Project staff will participate in selected regional, state, and national conferences to present findings and information about the components of the model. Additionally, project staff will share information about the SBS-ISEE model with educational constituents across the country, by creating a link to the SBS project on VIDD's (Virginia Institute for Developmental Disabilities) World Wide Web site, and by requesting links from the World Wide Web sites of all members of the national network of university-affiliated programs.

Grant Number: H324T000013

I Can Read (ICARE)

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Beginning Date: 9/01/00
Ending Date: 8/31/04

Purpose: This project will develop and evaluate a model demonstration school-wide reading program for students who are identified as having difficulty in learning to read. Goals include validating and disseminating a model for teaching beginning reading skills to students with reading disabilities, and preventing the onset of reading deficits and/or remediating reading deficits. This model demonstration project addresses Focus Area 2: K-3 Reading Intervention Model.

Method: Project ICARE is a multi-component program that is based on research in oral language development, phonological awareness, word analysis, fluency, vocabulary, and comprehension. The components of the program include reading curricula and critical features of instruction across kindergarten through third grade, a multi-level instructional delivery of services, professional development and sustainability, and family literacy training.

Products: Project ICARE incorporates multiple measures to determine the effectiveness of the model on student outcomes, reduction of referrals to special education, validation and dissemination of the program, development of sustained reading practices, and the implementation of a home literacy program. Dissemination materials will include conference papers, journal articles, a World Wide Web site, and training materials.

Grant Number: H324T000014

Whole School Approaches to Positive Behavior Supports and Access to the General Curriculum: A Model Demonstration Project

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. The Kansas City Public Schools, in collaboration with the University of Kansas, will develop, implement, evaluate, and nationally disseminate a model for whole-school approaches to implementing positive behavior intervention and supports and ensuring access to the general curriculum.

Method: The model for this project's reform has four components for implementing positive behavior supports at the school-wide and individual levels to promote proactive positive, safe, cooperative student behavior. The first component is universal instruction to provide clear explanations and positive feedback for all students throughout all classrooms and non-classroom settings. In this component behavioral expectations are clearly defined and taught, appropriate behaviors are acknowledged, and program evaluations and adaptations are made by a positive behavior support team. The second component is group instruction, which recognizes that some students may benefit from additional instruction to practice the expectations of whole-school positive behavior support. The third component is individual supports and interventions, directed to students who have a need for personalized interventions and support. The final component is school-family-community supports, which recognizes that some students need supports and interventions beyond school settings.

Products: The project intends to produce an empirically validated, school-wide model of access and positive behavior that can be used to ensure that all students, including students with disabilities and those who exhibit challenging behaviors, are engaged in a challenging curriculum and included in school reform and improvement efforts. The model will allow state and local education agencies to address issues of access, positive behavior support, and use of assistive technology, all within the context of a comprehensive school reform model. Project activities will have a direct benefit to students throughout the country, first to students at a local elementary school and middle school campus, then on a statewide level as the model is implemented throughout the state, and finally nationally as information about the model is disseminated widely.

Grant Number: H324T000019

Whole School Reform: Creating Environments That Work for All Children

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Beginning Date: 9/01/00
Ending Date: 8/31/04

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. This project is designed to improve outcomes for children who have disabilities through a process of whole school reform that will create an environment of improved collaboration among regular and special education staff, students, and parents. The model consists of two components: whole school reform and effective use of empirically supported instructional strategies for students who have disabilities.

Method: In the model used by this project, six factors were reliably measured and demonstrated to be related to improving functioning of children who have disabilities. These factors are: governance, systemic instruction and curricular innovation, accountability, includedness, parent involvement, and a pro-social discipline policy. A middle school and a high school will serve as the demonstration sites for the project, with matched comparison schools serving as standard practice sites. All students enrolled in special education programs in these schools will participate in the project, and progress indicators for all students will be assessed.

Products: The project will produce a series of strategies to be implemented and monitored, focusing on enhancement of reading comprehension, formative evaluation, positive behavior support, and school and family partnerships, all of which will be empirically supported and related to improved outcomes for students. A replication phase and a multi-method evaluation design will be employed and a user-friendly guide for implementation will be produced.

Grant Number: H324T000021

Evaluating Systems of Positive Behavioral Support in the Prevention and Early Intervention of Chronic Challenging Behavior

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Beginning Date: 9/01/00
Ending Date: 8/31/04

Purpose: This project provides a unique opportunity for educators, administrators, and parents who are faced with the task of creating school-wide pro-active school management systems to assist all children, to prevent further behavioral challenges, and to support children with disabilities through the development of Positive Behavioral Supports (PBS).

Method: Participants will work in teams to develop plans for their unique settings, and will receive on-going instruction, consultation, and assistance on the development and implementation of a system of PBS. The project will work with schools that have established school-wide systems to implement systemic strategies to operate at the secondary and tertiary prevention levels. In addition, the project will work with "high risk urban schools" to develop all three levels of prevention (primary to tertiary), with an eye toward identifying necessary developmental and maintenance features to increase the portability of the process to other schools.

Products: Expected outcomes are an increase in positive engaged learning time, the reduction of exclusionary discipline practices of children at risk and with disabilities, the development of comprehensive systems of individual PBS, and a set of processes and intervention systems that can be readily replicated in other schools that face similar challenges.

Grant Number: H324T000022

Pennsylvania's School-Wide Behavior & Reading Model

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Beginning Date: 1/01/01
Ending Date: 12/31/04

Purpose: Behavior and reading difficulties are intimately linked, as students who have reading difficulties are more likely to exhibit challenging behaviors and be referred for special education services under the categories of specific learning disability and serious emotional disturbance. In this project, the Instructional Support System of Pennsylvania (ISSP), which is part of the Pennsylvania Department of Education's Bureau of Special Education, will conduct a model demonstration program that integrates effective research-based, data-driven, school-wide behavior support and effective school-wide reading instruction.

Method: The model emphasizes benchmark strategies for all students, strategic interventions for at-risk students, and intensive interventions for those students who are currently experiencing difficulties in learning to read and who are exhibiting challenging behaviors. The model will be implemented in two urban school districts characterized by high percentages of low-income families, low academic performance, and disciplinary issues. Using an Implementation Council anchored in each school, K-3 teams will receive ongoing training and technical assistance, including site-based trainings and guided practice over the four-year phase-in period. The elementary schools will progress through the following cyclical process: 1) assessment, 2) design of instruction and supports that are rigorous and research-based, 3) implementation of instruction and supports, and 4) ongoing monitoring including analysis of formative and summative assessments. A key feature of this demonstration model is the essential linkage of assessment, instruction, and support. A triangulation model will be used to assess the effectiveness of the model using case studies and quantitative and qualitative data.

Products: The primary product will be a systematic and replicable process allowing schools to collect, analyze, and use data on behavior and reading to assess, design, implement, and continually monitor student-level interventions. Products will include a procedural manual that explicitly outlines the process of the model, a project-specific World Wide Web site, evaluation reports outlining the extent to which the project is meeting benchmarks and goals, journal publications, conference presentations, and a variety of print materials.

Grant Number: H324T000024

A Universal and Individually Referenced K-3 Behavior and Reading Intervention Model

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Beginning Date: 1/01/01
Ending Date: 12/31/04

Purpose: This project addresses Focus 2: K-3 Behavior and Reading Intervention Models. The project will implement a proactive system of school-wide academic and behavioral support for children K-3 in a manner consistent with current federal and state priorities and mandates. Deficits in the development of early literacy skills will be specifically targeted for support and intervention. Concerns for accountability and efficient allocation of resources will be built into the proposed system. The project will incorporate features proven to be successful in implementing school-wide behavioral and academic support programs into a system to implement empirically supported interventions and will further identify barriers to sustainability.

Method: This project represents a consortium of a county intermediate school district, elementary schools within the district, and regional public universities. Project activities are embedded within existing infrastructure for serving targeted and selected students on a site-specific basis, with technical assistance provided by project staff to allow for professional development of regular and special educators related to early intervention for children experiencing behavioral or reading difficulties. This process allows for the implementation of a continuum of varied interventions for children with academic and behavioral difficulties, provides scaffolded support in all curriculum areas, utilizes ongoing assessment, and offers simultaneous reading and behavioral interventions.

Products: The project will provide for improved student outcomes, accountability, and increased efficiency of resource allocation by informing stakeholders which efforts should be continued, modified, or discontinued, at the student through school-wide levels.

Grant Number: H324T000025

Teacher Training in Teams and Systems Model for Improving Early Behavior and Reading Support for K-3 Students in Nine Elementary Schools

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Beginning Date: 1/01/01
Ending Date: 12/31/04

Purpose: This project addresses Focus 2: K-3 Behavior and Reading Intervention Models. The project builds on an existing model of effective behavior supports in a suburban school district that includes nine elementary schools. It will add instructional planning and oversight to the model's discipline and behavior support mission, in the area of early literacy/reading instruction.

Method: The new Effective Behavior and Instruction Support (EBIS) teams will use well-grounded skills in team management, data analyses, and program development and evaluation to identify present resources within their systems and adopt new research-validated practices for improving behavioral and instructional outcomes for students. Primary training and technical assistance has been and will continue to be provided by University of Oregon consultants and OSEP technical assistance centers.

Products: The project will continue to provide training in EBIS teamwork, data-based decision making, and systems approaches to selecting and implementing research-validated instructional practices. Additionally, EBIS will demonstrate preferred and promising practices in staff development, including methods for improving classroom management, school-wide discipline, active supervision, social skills instruction, and academic engagement and performance. Expected outcomes for students are increases in students' statewide reading achievement and decreases in antisocial behavior and verbal and physical aggression.

Grant Number: H324T000027

Project ACCESS: Accessing the Curriculum via Computer-Enhanced Study Strategies

Project Director: Anderson-Inman, Lynne
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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. Project ACCESS (Accessing the Curriculum via Computer-Enhanced Study Strategies) will develop and implement a model for promoting whole-school, systemic adoption of proven computer-enhanced study strategies (CBSS) as a means of providing access to the general curriculum for students with disabilities.

Method: The Project ACCESS model has five components: teacher training, technology, instruction, CBSS materials, and parent participation. The project will coordinate and provide training in CBSS to elementary, middle, and high school teachers in cohorts determined by teacher interest, readiness, and applicability of curriculum. Through the utilization of innovative, cost-effective, and replicable technology, student access to computers, software, and other devices useful for CBSS implementation will significantly increase at each participating school. Part of the ACCESS model provides for sufficient support so that students will share study strategies with others: peers, siblings, parents, etc. Print and online materials will facilitate the systemic adoption of CBSS by providing all learners with clear visual reminders of how each strategy works. Members of each ACCESS cohort will be expected to coordinate appropriate efforts to involve parents of their students in CBSS training and support.

Products: Intended outcomes of the project include data on the effects of computer-based study strategies on curriculum access, academic performance, school satisfaction, and assessment participation of students with disabilities; information about the factors influencing systemic adoption of CBSS; and a wealth of online and print materials designed to facilitate replication of CBSS adoption worldwide.

Grant Number: H324T000030

Project CTS (Connections to Success)

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: This project addresses Focus 1: Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities. This project, Connections to Success, will develop a model integrated service delivery system that will enable a school with a high rate of at-risk students to continue to refine and develop school-wide initiatives to improve the academic outcomes of all students, despite disabilities or language and cultural differences.

Method: Technical and evaluative supports will be provided in order to help schools meet the needs of students who are at risk for academic failure. Evaluative measures such as ecobehavioral observations and parent and teacher interviews will be used to develop the model from a sociocultural perspective. As a targeted population of students from this attendance center progresses to the "feeder" middle school and high school that they normally attend, supports will be provided to ensure that identified students with various special needs receive appropriate services in the least restrictive environment.

Products: The project will take a holistic look at all of the significant participants in the school setting, provide staff development activities based on staff needs and recognized concerns as they engage in school-wide planning, and disseminate materials across a wide variety of contexts on such topics as teacher stress, helping non-English-speaking arrivals make good transitions into their classes, recognizing the signs that lead to disengaging and dropping out of school, facilitating the development of school-wide discipline plans in a multicultural environment, and facilitating engaged teaching and learning strategies.

84.329A
An Evaluation of the State Improvement Grant Program

Grant Number: H329A000003

An Evaluation of the State Improvement Grant (SIG) Program

Project Director: Fiore, Thomas
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301-251-1500
Fax Number: 301-738-3500

Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: Westat and its subcontractors, The Study Group and the Urban Institute, will conduct a formative evaluation that is goal-directed and logic-based, and that will result in recommendations that are useful in upgrading the State Improvement Grant (SIG) Program's effectiveness. Four evaluation questions will guide this investigation: 1) What are the SIG program expectations?; 2) How is the SIG Program performing?; 3) How does SIG Program performance compare to expectations?; and 4) What actions should be taken to increase the likelihood of program success?.

Method: This project will use record extraction, interviews, general and customized surveys, and direct observation of key program activities to collect quantitative and qualitative data on two types of descriptive measures: 1) What is actually occurring in the program—its performance, and 2) what is intended or expected to occur. The project will conduct a study that comprehensively focuses on performance and expectations and will collect data each year at the Federal level and from all funded states. The project will also conduct in-depth examinations of three key issues affecting the SIG Program's attainment of its goals: 1) the adequacy and appropriateness of the state project evaluation models; 2) the extent that the SIG Program is leading to increased use of research and best practice; and 3) the extent that the SIG Program is leading to systemic improvement.

Products: The project will profile data on actual performance against descriptive data on program goals and expectations. When this profiling yields differences between performance and expectations, and these differences threaten the likelihood the SIG Program will attain its fundamental goals, the project will describe these differences together with recommendations to OSEP to take one or more actions. These recommendations may be designed to alter performance, revise expectations, or both.

Contracts

Contract Number: ED00CO0010

Study of Personnel Needs in Special Education (SPeNSE)

Project Director: Carlson, Elaine
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Beginning Date: 2/04/00
Ending Date: 2/03/02

Purpose: The Study of Personnel Needs in Special Education (SPeNSE) will address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. Part of a national assessment of the Individuals with Disabilities Education Act mandated by Congress, SPeNSE will examine: 1) the extent to which personnel are adequately prepared to serve students with disabilities, 2) variations in personnel preparation, and 3) factors that explain that variation.

Method: SPeNSE will provide information on the quality of the workforce nationally, within each geographic region, and within and across personnel categories. In addition, researchers will explore ways to explain the quality of the workforce based on state and local policies, preservice education, continuing professional development, and working conditions. Based on the results of the study, researchers will make recommendations for action at the national, state, and local levels and for institutions of higher education. SPeNSE will include personnel from a nationally representative sample of districts, intermediate education agencies, and state schools for students with vision and hearing impairments. Approximately 10,000 local administrators, preschool teachers, general and special education teachers, speech-language pathologists, and paraprofessionals will be asked to participate in a telephone interview. Information from the interviews will be analyzed, along with data on state policies and practices, to describe workforce quality and factors affecting it.

Products: Results from SPeNSE will be used for a variety of purposes: 1) they will be disseminated to state and local education agencies and regional organizations to help improve the quality of the workforce; 2) they will inform a national agenda on personnel preparation activities; and 3) they will be used for Congressional reports that address the implementation of IDEA.

Contract Number: HS97017001

Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

Project Director: Fiore, Thomas A.
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Beginning Date: 9/30/97
Ending Date: 9/29/02

Purpose: The Research Triangle Institute (RTI) with a subcontractor team will assist OSEP's Division of Research to Practice (DRP) in advancing OSEP's mission of improving results for children with disabilities in ways that support the development of independent, productive citizens.

Method: RTI's proposed team has expertise and experience to provide assistance in all the required technical activity areas: strategic program planning and management, policy assessment, discretionary program assessments, communication of research, management services for conferences and meetings, and performance management. Strategic program planning and management will provide a framework for the entire technical support effort. Policy assessments are one vehicle through which OSEP identifies, explores, and responds to strategic issues that emerge in its federal, state, or local environments. Program assessments are critical in measuring progress and performance with respect to a strategic plan. Communication of research is a key component in moving research to practice. Finally, providing management services for conferences and meetings is essential to the strategic planning and implementation process.

Products: RTI's experience allows it to offer a diverse set of skills and knowledge to support DRP as it strives to achieve greater impact from the research investments it manages under IDEA. RTI's staff and those of its subcontractors will extend and enhance OSEP's capacities to establish, support, manage, and leverage an optimal research investment portfolio.

Contract Number: HS97017002

Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

Project Director: Kane, Michael
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202-342-5031

Beginning Date: 9/30/97
Ending Date: 9/29/02

Purpose: The American Institutes for Research will continue to provide to OSEP's Division of Research to Practice (DRP) technical support services similar to what they have provided over the past five years.

Method: This contract will support OSEP's expanded technical support needs by providing it with ready access to a qualified team of organizations, senior staff, and university-based researchers who have extensive experience in general and special education and in working with OSEP. Activities include: strategic program planning and management, policy assessment, discretionary program assessment, communication of research, management services for conferences and meetings, and the establishment of a performance measurement system.

Products: By continuing to manage DRP's research portfolios and communicating the special education knowledge base in order to build upon past accomplishments, leverage limited resources, and contribute to effective and sustainable knowledge use The American Institutes for Research, under this contract, will be continuing its work to improve results for infants, toddlers, children, and youth with disabilities across all environments.

PROJECT DIRECTOR INDEX

A
Abery, Brian 228
Ahearn, Eileen 2
Als, Heideleise 1
Alsop, Linda 245
Anderson-Inman, Lynne 168, 198, 257
Armstrong, Janet Sloand 255
Ashmore, Donald 112
Askvig, Brent 177
Asmus, Jennifer 66

B
Baer, Robert 212
Bahr, Christine 201
Bailey, Don 18
Baker, Scott 21
Balcazar, Fabricio 169
Barrera, Manuel T. 187
Bausch, Margaret 20
Beckman, Paula 127, 176
Benz, Michael 44, 158
Best, A.M. 87
Billingsley, Felix 64
Bocian, Kathleen M. 38
Bolt, Daniel 28
Boon, Richard 127
Bos, Candace 65, 84
Bottge, Brian 16, 63
Boyce, Glenna C. 11
Braden, Jeffrey 79
Bricker, Diane 204
Browder, Diane 172
Brown, Carole 105
Brown, Robert 200
Brown, William H. 103
Bruder, Mary Beth 4, 51, 133, 137, 239
Bryan, Tanis 69
Bryant, Diane Pedrotty 252
Bunse, Carol 138
Burgstahler, Sheryl 159
Burstein, Karen 69,
Bursuck, William D. 90, 243
Buysse, Virginia 121, 138

C
Cagle, Lynn 125
Cambone, Joseph 61
Campbell, Philippa H. 27, 75, 217
Capone, Angela 154
Carlson, Elaine 260
Carlson, John S. 125
Carnine, Douglas 39
Carta, Judith 70
Catlett, Camille 223
Cederbau, Evelyn 113
Certo, Nicholas J. 177
Chard, David 48, 74
Chen, Deborah 235, 243
Cheney, Douglas 33, 145
Cole, Carl 250
Cole, Kevin 145, 200, 221
Comfort, Marilee 27
Condon, Ellen 178
Conroy, Maureen 66
Cook, Bryan 143, 183
Corbett, Nancy 76
Cortes, Elly 23
Coyne, Michael 126
Crone, Deanne 124
Culatta, Barbara 167
Cushing-McWilliam, P. J. 194

D
Davis, Anna K. 246
Davis, Gayle 189
Davis, Helena 238
Davis, Kay D. 246
Delquadri, Joseph 240
Demchak, Mary Ann 62
Deshler, Donald D. 116, 215, 237
DeStefano, Lizanne 58
Devlieger, Patrick 169
Dickson, Shirley V. 243
Dimino, Joseph 21
Dinnebeil, Laurie 150
Dise, Jeanne 166
Ditkowsky, Ben 129
Doren, Bonnie 55, 81, 165, 199
Downing, June 243
Dowrick, Peter W. 120
Duchnowski, Albert 254
Dunlap, Glen 174
Dunst, Carl J. 20, 36, 51, 109, 208
Dyck, Sarah 200

E
Eiserman, William 48
Elbaum, Batya 51
Elder, Gloria 193
Eldridge, Cynthia 245
Elliott, Stephen 28, 66
Englebrick, Larry 253
Epstein, Michael 141
Ervin, Ruth 181

F
Fanning, Robert 156
Fesko, Sheila 41
Fewell, Rebecca R. 147
Fey, Marc 25
Field, Sharon 191
Figgins, Margo 250
Fiore, Thomas 259, 261
Fischer, Lane 35
Fitzgerald, Martha 56
Fitzgerald, Martha D. 233
Flexer, Robert 143, 212
Flynn, Nona M. 220
Fowler, Susan 108, 234
Fox, Wayne 197
Frank, Adrienne 168, 206
Fredrick, Laura 141
French, Nancy 197
Freund, Maxine 22
Friesen, Barbara 151
Fuchs, Doug 26, 83, 96
Fuchs, Lynn 26, 83, 85, 94, 96
Furney, Katharine S. 32

G
Gabbard, Glenn 133, 205
Gajar, Anna 118
Gardner, Ralph III 125
Garfinckle, Ann N. 87
Garland, Corinne 105, 168, 172, 206, 210, 224
Gavin, William J. 134
Gersten, Russell 21, 44, 74
Geruschat, Duane 83
Giangreco, Michael F. 154
Gilmer, Deborah 86, 249
Goetz, Lori 6
Gold, Susan 104
Goldberg, Paula 213
Goldstein, Howard 123, 146
Good, Roland 129
Goodman, Steven 256
Greenberg, Daphne 141
Greenwood, Holly 121
Gresham, Frank M. 38
Grisham-Brown, Jennifer 68
Grossi, Teresa 212
Gugerty, John 16

H
Hagan-Burke, Shanna 188
Hall, Tracey E. 241
Halpern, Andrew 55, 165
Halvorsen, Ann 179
Hanley-Maxwell, Cheryl 114
Hanline, Mary Frances 80
Harbin, Gloria 2, 53, 133
Hardman, Elizabeth L. 121
Harris, Deborah S. 67
Harrison, Holly 216
Harrison, Sharonlyn 28
Harry, Beth 13
Hart, Debra 140, 170
Hasazi, Susan Brody 5, 32
Hasbrouck, Jan E. 34
Hatton, Deborah 18
Hawken, Leanne 127
Hayes, Lynda 76
Healy, Donald 258
Hernandez, Victor 63
Herwig, Julia 100
Hitchcock, Caryl H. 120
Hitchcock, Chuck 131
Hofmeister, Alan 204
Hopkins, Karen 111
Horn, Eva 77
Horner, Robert 127, 139
Horton, Betty 175
Howard, Jill K. 182
Huebner, Kathleen 83
Hughes, Carolyn 62
Hughes, Marie Tejero 42, 51
Hunt, Pam 6
Hutinger, Patricia 144, 218

I
Inman, Dean 155

J
Jackman, Lori 247
Jenkins, Joseph 15

Jervay-Pendergrass, Debra 105
Johanson, Joyce 218
Johnson, David R. 41, 77, 214
Jongho, Shin 80

K
Kame'enui, Edward 12, 89, 126, 143
Ka[illegible]nski, Ruth 22
Kamps, Debra 71, 72
Kane, Michael 261
Kay, Pamela J. 56
Kearns, Jacqueline Farmer 68
Keilty, Bonnie 22
Kerr, April DuVal 195
Kiernan, William E. 59, 140, 170
Killoran, John 242
Klein, M. Diane 235
Kleinhammer-Tramill, Jeannie 203
Klimpel, Evelyn 166
Klingner, Janette 42
Kniest, Barbara A. 105, 172, 224
Knoff, Howard M. 192
Knoster, Timothy 209
Kohler, Paula 24
Kortering, Larry 64
Kovarsky, Dana 167
Kratochwill, Thomas 28, 39, 66, 79
Kregel, John 40
Kutash, Krista 254

L
Lahm, Elizabeth 20
Lai, Morris K. 115
Lane, Holly 93
Lane, Kathleen 38
LaPlante, Rebecca 130
Lara, Julia 60
Lea, Davenia 127
LeFever, Gretchen B. 248
Leitschuh, Carol 185
Leone, Peter 132
LeRoy, Barbara 28
Levandowski, Joleen 124
Lewis, Tim 254
Lewis-Palmer, Teri Lynn 183
Lieber, Joan 176
Linares-Orama, Nicolas 23, 90
Lindstrom, Lauren 81
Lovett, David 210
Lowman, Joneen 123
Luecking, Richard G. 177

M
Maccini, Paula 132, 185
MacDonald, James 170
MacMillan, Donald L. 38
Maddox, Mary 145,
Magrab, Phyllis 97
Mahoney, Gerald 170, 180
Maloney, Ted 242
Mar, Harvey 135
Marfo, Kofi 67
Marques, Paul 7
Marti-Calzamilia, Luis 90
Martin, James 164
Mastropieri, Margo 35, 127
McCollum, Jeanette 70
McConnell, Scott 80, 109
McDonnell, John 37, 140
McEvoy, Mary 119
McInerney, William 150
McKinney, James D. 9
McLaughlin, Margaret J. 189
McMillen, Janey Sturtz 186
McVeigh, Tom 231
McWilliam, Robin 151
Mellard, Daryl 142
Merz, Jacqueline 245
Miller, David 17
Mistrett, Susan 134
Montague, Marjorie 202
Moon, Sherrill 211
Moore, Susan 48
Morgan, Elizabeth 226
Morocco, Catherine Cobb 95
Morris, Robin 141
Morrison, Gale M. 33
Munk, Dennis D. 90
Myles, Brenda 173, 190

N
Neef, Nancy 24
Neel, Rick 33
Neisworth, John T. 118
Nelson, Debra 241
Nelson, Nickola 201
Ness, Jean 214
Neubert, Debra 211
Nietupski, John A. 229

Nisbet, Jan 135
Nochajski, Susan M. 171,
Norris, Thomas 200
Notari-Syverson, Angela 219
Novack, Yvonne 227
Novak, Jeanne A. 123

O
O'Connor, Rollanda 46, 149
O'Donnell, Karen J. 103
Olson, Jennifer 220
Olson, Raymond 112
Ortiz, Alba A. 19
Osborne, Sheri 172, 210
O'Shaughnessy, Tam 187
Oswald, Donald P. 87
Overton, Sheri 210

P
Pagliaro, Claudia 37
Palmer, Susan 77
Parent, Wendy 178
Parker, Richard I. 34
Pauca, Theresa 151
Pearl, Ruth A. 1
Pearson, Merri C. 113
Peterson, J. Michael 45
Phelps, L. Allen 57
Pisha, Bart 54
Pittman, Paula 232
Poliquin, Joseph 161
Ponchilla, Paul 230
Powers, Laurie 202
Prater, Mary Anne 120
Priest, Jeffrey 80
Pullen, Paige 93

Q
Quirk, Constance A. 206

R
Rabren, Karen 179
Ramos, Jacquelyn 61
Reiser, Mark 26
Rickard, Patricia L. 153
Risley, Todd 101
Roach, Virginia 45
Roberts, Sally 160
Robinson, Cordelia 100, 157, 212, 244
Robinson, Suzanne 196
Rodriguez, Patricia 228
Rogan, Patricia 123
Rose, David 131
Rosenberg, Michael S. 247
Rosenberg, Steven 157, 244
Rous, Beth 88
Rowan, Lori 234
Rowland, Charity 102, 135, 164, 208, 239
Rues, Jane 160
Rule, Sarah 207
Ryan, Peter 68

S
Sadler, Carol 256
Saifer, Steffen 151
Sailor, Wayne 253
Salisbury, Christine 158
Salon, Rebecca S. 53
Sample, Pat 149
Schaughnency, Elizabeth 256
Schumaker, Jean B. 116, 215, 237
Schumm, Jeanne 9
Schwartz, Ilene 64, 106
Schweigert, Philip 164
Shapiro, Beppie 152
Sharpe, Michael 73
Shores, Richard 6
Shriner, James 58
Simmons, Deborah C. 12, 89, 143
Simonsen, Flint 122
Simpson, Richard L. 190
Sindelar, Paul T. 4, 49
Siperstein, Gary N. 14
Sluss, Dorothy 98
Smith, Audrey J. 83
Smith, Barbara J. 50, 175, 193
Smith, Sean J. 173
Smith, Stephen W. 17, 121
Sook Lim, Young 221
Soto, Gloria 6
Squires, Jane 198
Stage, Scott A. 33
Stephens, Thomas M. 60
Stevens, Robert 241
Stewart, David 159
Stinger, Jan 242
Stinson, Michael S. 216
Stodden, Robert A. 117
Stoiber, Karen 163
Stone, Wendy 18

Stowitschek, Joseph J. 228
Strain, Phillip S. 31
Sugai, George 122, 139, 188
Sulzbach, Stephen 200
Summers, Jean Ann 70

T
Templeman, Torry Piazza 161
Test, David W. 232
Thoma, Colleen A. 184
Thompson, Barbara 77, 102
Thorp, Eva K. 220
Thurlow, Martha 73
Tilson, George P. 222
Timm, Matthew A. 31
Tindal, Gerald 91, 92, 162, 214
Tobin, Tary 181
Todis, Bonnie 8
Trent, Stanley C. 250
Trivette, Carol M. 20, 36, 208

U
Udell, Tom 161
Utley, Cheryl 52, 72

V
Vadasy, Patricia 3, 43
Valdivieso, Carol 30
Van Acker, Richard 1
van den Pol, Richard 99
Van Meter, Peggy 241
Vanderwood, Michael 163
Vaughn, Sharon 47, 48, 65, 84
Vincent, Lisbeth J 99
Vogelsberg, R. Timm 42
Volmer, Lorna 98

W
Walker, Dale 57
Wallace, Teri 136, 247
Warren, Steven 25
Webb, Rodman 49
Wehby, Joseph 62, 78
Wehmeyer, Michael 73, 82, 106, 246, 253
Wenz-Gross, Melodie 10
Wert, Barbara 118
Werts, Margaret G. 14
Wesley, Patricia 138
Wesley, Stephen J. 53
Wetherby, Amy M. 146
Wheeden, Catherine Abigail 180
Wickham, Donna 253
Wilcox, M. Jeanne 26
Williamson, Gordon G. 192
Winnegar, Andrew 196
Winton, Pamela J. 223
Wolery, Mark 87, 107
Wood, Wendy M. 232
Woodruff, Geneva 12, 225
Woods, Juliann 218
Woolsey, M. Lynn 125

Y
Yates, Tweety 70
Yell, Mitchell 10
Yoder, Tera 251
York-Barr, Jennifer 148
Yoshinaga-Itano, Christine 8
Young, K. Richard 35
Ysseldyke, James 77

Z
Zabala, Joy 20
Zambone, Alana 61
Zeph, Lucille 86
Zigmond, Naomi 29

ORGANIZATION INDEX

A
Academy for Educational Development, Inc. 30
American Institutes for Research 261
Appalachian State University 14, 64
Arc of the United States 73
Arizona State University 26, 69
Auburn University - Auburn 179

B
Baltimore City Public Schools 238
Bethel School District #52 250
Brigham Young University 35

C
California State University - Hayward 179,
California State University - Northridge 113, 235, 243
CAST, Inc. 54, 131
CESA 5 100
Child Development Resources, Inc. 105, 168, 172, 206, 210, 224
Children's Hospital Medical Center of Akron 170, 180
Children's Hospital of Boston 1, 41, 59, 140, 170
Children's Hospital of Denver 100, 166
Colorado State University 149
Concord-Assabet Family and Adolescent Services, Inc. 12, 225
Council for Retarded Citizens 195
Council of Chief State School Officers 60
CWI 161

D
Duke University 103

E
East Tennessee State University 98
Eastern Virginia Medical School 248
Education Development Center, Inc. 61, 95
Erikson Institute 158
Eugene Research Institute 21, 44, 74
Eugene School District 4J 257

F
Federation for Children with Special Needs 205
Flint Hills Special Education Cooperative 156
Florida State University 80, 123, 146, 218
Foundation of Education Achievement Comprehensive Adult Student Assessment System 153
Franklin County Education Service Center 245

G
George Mason University 35, 127, 220
George Washington University 22
Georgetown University 97
Georgia State University 141, 187
Grant Wood Area Education Agency 229

H
Heartland Area Education Agency 98

I
Indiana University 123

J
John F. Kennedy Medical Center 192
Johns Hopkins University 247

K
Kansas City Public Schools (USD #500) 253
Kent State University 143, 183, 212

L
Lancaster Lebanon Intermediate Unit 13 255
Louisiana State University 182
Lt. Joseph P. Kennedy Institute 53, 105

M
Michigan State University 159
Minnesota Department of Children, Families and Learning 227
Minot State University 166, 177

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

N
National Academy of Sciences 130
National Association of State Boards of Education 45
National Association of State Directors of Special Education, Inc. 2
National Public Services Research Institute 7
New Mexico State Department of Education 196
Northern Illinois University 90, 243

O
Ohio State University 24, 125
Oklahoma State University 125
Oregon Health Sciences University 102, 135, 164, 202, 208, 239
Oregon Research Institute 155
Orelena Hawks Puckett Institute 20, 36, 109, 208
Ottawa Area Intermediate School District 256

P
PACER Center, Inc. 213
Pennsylvania College of Optometry 83
Pennsylvania Department of Education 209
Pennsylvania State University 118*, 241
Plano Independent School District 246
Portland State University 151

R
Research Triangle Institute 261
Rochester Institute of Technology 111, 216

S
San Francisco State University 6
South Carolina Research Institute 103
SRI International 68
St. Paul Technical College 112
State University of New York - Amherst 171
State University of New York - Buffalo 134

T
Tennessee Voices for Children 31
Texas A & M University 34
Thomas Jefferson University 27, 75, 217
Tigard-Tualatin School District 23J 256
TransCen, Inc. 177, 222

U
University of Alaska 101
University of California - Riverside 38
University of California - Santa Barbara 33
University of Colorado - Boulder 8, 48
University of Colorado - Colorado Springs 164
University of Colorado - Denver 50, 157, 175, 193, 197, 212, 244
University of Connecticut 4, 51, 133, 137, 239
University of Dayton 60
University of Florida 4, 17, 49, 66, 76, 93, 121
University of Georgia 206
University of Hawaii 115, 117, 120, 152
University of Idaho 220
University of Illinois - Chicago 1, 169
University of Illinois - Urbana/Champaign 58, 70, 108, 234
University of Kansas - Kansas City 25, 52, 57, 160
University of Kansas - Lawrence 70-72, 77, 82, 102, 106, 116, 142, 173, 175, 190, 196, 203, 215, 237, 240
University of Kansas - Parsons 6
University of Kentucky 20, 68, 88
University of Maine 86, 249
University of Maryland 127, 132, 176, 185, 189, 211
University of Massachusetts 10, 14
University of Miami 9, 13, 42, 51, 104, 147, 202
University of Minnesota 41, 73, 77, 80, 109, 119, 136, 148, 185, 187, 214, 228, 247
University of Missouri 231, 254
University of Montana 42, 99, 178, 242
University of Nebraska 141
University of Nevada - Las Vegas 184
University of Nevada - Reno 62
University of New Hampshire 135, 241
University of New Mexico 216
University of North Carolina - Chapel Hill 2, 18, 53, 87, 107, 121, 138, 151, 186, 194, 223
University of North Carolina - Charlotte 172, 232
University of Oklahoma 210
University of Oregon 12, 22, 39, 44, 55, 81, 89, 91, 92, 122, 124, 126, 127, 129, 139, 143, 158, 162, 165, 168, 181, 183, 188, 198*, 199, 204, 214
University of Pittsburgh 29, 37, 46, 149
University of Puerto Rico 23, 90
University of Rhode Island 167
University of South Carolina 10
University of South Florida 67, 174, 192, 254
University of Tennessee 112
University of Texas 19, 47, 48, 65, 84, 252
University of Toledo 150
University of Utah 37, 140
University of Vermont 5, 32, 56, 154*, 197, 233

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

University of Virginia 250
University of Washington 15, 33, 64, 106, 145, 159, 200, 228
University of Wisconsin - Madison 16, 28, 39, 57, 63, 66, 79, 114
University of Wisconsin - Milwaukee 163
Utah State University 11, 204, 207, 226, 232, 234, 245

V
Vanderbilt University 18, 26, 62, 78, 83, 85, 94, 96
Virginia Commonwealth University 40, 87, 251

W
Washington Research Institute 3, 43, 145, 200, 219, 221
Wayne State University 28, 45, 191
Westat, Inc. 259, 260
Western Illinois University 144, 218, 258
Western Michigan University 24, 181, 201, 230
Western Oregon University - Eugene 8
Western Oregon University - Monmouth 138, 161
Wholistic Stress Control Institute, Inc. 193

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

STATE INDEX

A
Alaska 101, 179
Arizona 26, 69

C
California 6, 33, 38, 68, 113, 153, 179, 235, 243
Colorado 8, 48, 50, 100, 149, 157, 164, 166, 175, 193, 197, 212, 244
Connecticut 4, 51, 133, 137, 239

D
District of Columbia 22, 30, 53, 60, 97, 105, 130, 261

F
Florida 4, 9, 13, 17, 42, 49, 51, 66, 67, 76, 80, 93, 104, 121, 123, 146, 147, 174, 192, 202, 218, 254

G
Georgia 141, 187, 193, 206

H
Hawaii 115, 117, 120, 152

I
Idaho 220
Illinois 1, 58, 70, 90, 108, 144, 158, 169, 218, 234, 243, 258
Indiana 123
Iowa 98, 229

K
Kansas 6, 25, 52, 57, 70-72, 77, 82, 102, 106, 116, 142, 156, 160, 173, 175, 190, 196, 203, 215, 237, 240, 253
Kentucky 20, 68, 88, 195

L
Louisiana 182

M
Maine 86, 249
Maryland 7, 127, 132, 176, 177, 185, 189, 211, 222, 238, 247, 259, 260
Massachusetts 1, 10, 12, 14, 41, 54, 59, 61, 95, 131, 140, 170, 205, 225
Michigan 24, 28, 45, 159, 181, 191, 201, 230, 256
Minnesota 41, 73, 77, 80, 109, 112, 119, 136, 148, 185, 187, 213, 214, 227, 228, 247
Missouri 231, 254
Montana 42, 99, 178, 242

N
Nebraska 141
Nevada 62, 184
New Hampshire 135, 241
New Jersey 192
New Mexico 196, 216
New York 111, 134, 161, 171, 216
North Carolina 2, 14, 18, 20, 36, 53, 64, 87, 103, 107, 109, 121, 138, 151, 172, 186, 194, 208, 223, 232, 261
North Dakota 166

O
Ohio 24, 60, 125, 143, 150, 170, 180, 183, 212, 245
Oklahoma 125, 210
Oregon 8, 12, 21, 22, 39, 44*, 55, 74, 81, 89, 91, 92, 102, 122, 124, 126, 127, 129, 135, 138, 139, 143, 151, 155, 158, 161, 162, 164, 165, 168, 181, 183, 188, 198*, 199, 202, 204, 208, 214, 239, 250, 256, 257

P
Pennsylvania 27, 29, 37, 46, 75, 83, 118*, 149, 209, 217, 241, 255
Puerto Rico 23, 90

R
Rhode Island 167

S
South Carolina 10, 103
South Dakota 177

T
Tennessee 18, 26, 31, 62, 78, 83, 85, 94, 96, 98, 112
Texas 19, 34, 47, 48, 65, 73, 84, 246, 252

U
Utah 11, 35, 37, 140, 204, 208, 226, 232, 234, 245

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

V
Vermont 5, 32, 56, 154*, 197, 233
Virginia 2, 35, 40, 45, 87, 105, 127, 168, 172, 206, 210, 220, 224, 248, 250, 251

W
Washington 3, 15, 33, 43, 64, 106, 145*, 159, 200*, 219, 221, 228
Wisconsin 16, 28, 39, 57, 63, 66, 79, 100, 114, 163

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

SUBJECT INDEX

A

Academic Standards 86
Access to Postsecondary Education 111, 112*
Access to the General Education Curriculum 60, 73, 74, 77, 78, 82-84, 87, 92, 131*, 237, 253, 257
Accommodations — Academic 60, 82, 83, 90, 92, 113, 142, 175
Accommodations — Testing 28, 58, 66, 94
Accommodations — Testing — see also Alternate Assessments
Accountability 77, 88, 189
Achievement Tests 58, 66
Action Research 75, 114
Adaptive Behavior 192
Adolescent Mothers 127
Adolescent Pregnancy — see Early Parenthood
African-American Students — see Black Students
After-School Programs 202
Agency Cooperation — see Interagency Cooperation
Aggression 6, 31
Alertness 160
Alternate Assessments 68, 90, 91, 172
Alternate Assessments — see also Accommodations — Testing
American Indian Students 72, 99, 118, 166, 193, 196, 198, 214, 227, 228
American Sign Language — see Sign Language
Anglo Europeans 99
Applied Behavior Analysis 106
Apprenticeships 116
Art Expression 218
Asian and Pacific Islander Students 72, 115, 145*, 152* 221
Assessment — see Student Assessment
Assistive Technology 20, 134, 157, 180, 195, 196, 213
Attention Deficit Disorder 24, 181, 247, 248
Augmentative/Alternative Communication 6, 208
Autism 18, 64, 66, 87, 98, 101, 106, 118, 135, 170, 173, 190

B

Behavior Disorders — see Emotional/Behavior Disorders
Behavior Intervention Plans — see Functional Behavioral Assessment
Behavior Management 1, 17, 22, 24, 31, 33*, 35, 62, 79, 103, 106, 122, 125*, 127, 139, 174, 181, 183, 188, 209, 210, 233, 247, 248, 250, 253-255, 256*
Behavior State Analysis 160
Best Practices — see Exemplary Practices
Bilingual/Bicultural Approach 19
Black Students 9, 34, 62, 72, 105, 176, 250
Blindness/Partial Vision 83, 226, 230, 241, 243
Block Scheduling 16
Books 200

C

Career Development 24, 57, 112, 143, 153, 158, 222
Case Management 136
Case Method of Instruction 194
Change Sustainability — see Sustainability of Change
Charter Schools 2
Child Abuse 103
Child Care Programs 98, 104, 105, 147, 150, 151, 210, 217
Child Development 130
Child Development Assessment 109, 185
Child Find — see Disability Identification
Child Welfare Services 244
Children's Literature 200
Choice Making 164
Classroom Environment Influence 10
ClassWide Peer Tutoring 72, 240
Cognitive Development 102
Cognitive Disabilities — see Developmentally Delayed
Cognitive-Behavioral Intervention 17
Collaboration 220
Collaborative Consultation Training 168
Collaborative Notetaking 168
Collaborative Teams 162
College Preparation 229
College-Community Relationship 223
College-School Cooperation 140
Communication Cueing Strategies 160
Communication Models 159
Communication Skills 8, 135, 138, 146, 239
Community Integration — see Social Integration
Community Programs 176, 177
Comprehensive School Reform Demonstration Program 30

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Comprehensive Services — see Integrated Services
Computer Simulation 155
Computer-Assisted Instruction 127, 134, 144, 155, 198, 201, 257
Computer-Assisted Testing 129
Constructive School Change Model 61
Content Learning 95
Cooperative Learning 78
Correctional Services 23, 132
Co-Teaching 67
Creative Arts 234
Cultural Awareness 13, 48, 105, 108, 166
Culture Fair Tests 90
Curriculum Development 59, 166, 168, 169, 184
Curriculum-Based Measurement 26, 214, 241,

D
Daily Living Skills 118
Deaf Culture 232
Deaf-Blindness 68, 135, 155, 239, 243, 245
Deafness/Partial Hearing 8, 37, 112*, 125, 159, 166, 168, 216, 232, 239, 241
Decision Making Models 13
Decoding (Reading), 54
Delinquency Prevention 132
Developmental Disabilities — see Developmentally Delayed
Developmental Therapy 206
Developmentally Appropriate Practices 80, 175, 218, 221, 234
Developmentally Delayed 12*, 14, 26, 27, 36, 60, 70, 73, 74*, 77, 89, 97, 103, 133, 137*, 138, 146, 153, 157, 160, 185, 198, 208, 211, 225, 228, 235, 242, 244, 246
Disability Identification 13, 152, 154, 181, 198, 239, 241, 242-244
Disproportionate Representation 13, 28, 34, 175
Distance Education 173, 215, 235
District-Wide Intervention 61, 67, 163, 209
Dropout Prevention 115
Drug-Abusing Parents 103

E
Early Childhood 1, 4, 11, 12, 18*, 20, 39, 51, 53, 57, 62, 64, 69, 70*, 71, 75, 98, 99, 100*, 101, 105*, 107-110, 130, 137, 138, 141, 143, 145, 150, 154, 160, 161, 164, 168, 192, 197, 198, 200, 204, 207, 218, 238-240, 241*, 243
Early Childhood — see also Infants/Toddlers
Early Identification 18*, 57, 69, 71, 85, 90, 129, 146, 154, 161, 185, 187, 198, 200, 239, 241-244
Early Intervention 1, 2, 4, 8, 11, 12, 20, 22, 26, 27, 36, 39, 48, 51, 53, 56, 57, 69, 70*, 80, 83, 85, 100, 101, 108, 109, 126, 127, 130, 137, 138*, 141*, 144-146, 147, 149, 150, 151, 154, 161, 172, 175, 180, 182, 187, 193*, 194, 200, 204, 208, 212, 216, 220, 223-226, 228, 232-235, 254, 256
Early Intervention — Exemplary Practices 50
Early Intervention — see also Early Childhood, Infants/Toddlers, or Transition from Early Intervention to School
Early Parenthood 127
Ecobehavioral Analysis 125
Educational Cooperation 112
Educational Diagnosis — see Disability Identification
Educational Opportunities 109
Educational Policy 5, 45, 189
Educational Reform 5, 28, 30, 32, 34, 42-44, 86, 150, 175, 189, 204
Educational Reform — also see School Restructuring
Effectiveness of Education — see Outcomes of Education
Embedded Instruction 37
Emotional/Behavior Disorders 6, 12, 17, 31, 33, 35, 60, 62, 69, 71, 78, 79, 84, 90, 116, 117, 121, 122, 124, 127, 141, 145, 151, 161, 170, 171, 181, 188, 192, 202, 206, 222, 233, 247, 254-256*
Emotional/Behavior Disorders Prevention 35, 56
Employment Experience Programs 57, 159, 238, 245
Employment Incentives 40-42
Employment Programs 24, 41, 42, 81, 87, 177, 179, 229
Employment Programs — see also Transition from School to Work
Employment Training 143, 158
Empowerment Communities/Enterprise Zones — see Enterprise Zones/Empowerment Communities
English (Second Language), 145, 200
Enterprise Zones/Empowerment Communities 104
Equal Education 32
Excellence in Education 39
Exemplary Practices — Accommodations—Academic 60
Exemplary Practices — Autism 18, 102
Exemplary Practices — Cognitive Disabilities 246

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Exemplary Practices — Communication and Language Intervention 57
Exemplary Practices — Cultural Awareness 108
Exemplary Practices — Early Intervention 50, 53, 102, 107, 218
Exemplary Practices — Elementary Education 39, 96, 181
Exemplary Practices — Family Involvement 208
Exemplary Practices — Home-Based Intervention 135
Exemplary Practices — Inclusion 162, 168, 196
Exemplary Practices — Large-Scale Assessments 73
Exemplary Practices — Low-Incidence Disabilities 200
Exemplary Practices — Mental Retardation 246
Exemplary Practices — Middle Schools 51
Exemplary Practices — Secondary Education 114
Exemplary Practices — Self-Determination 246
Exemplary Practices — Service Coordination 133
Exemplary Practices — Special Education Referral 13
Exemplary Practices — Teacher Collaboration 67
Exemplary Practices — Transition 161, 211, 212
Exemplary Practices — Transition from School to Adult Life 246
Exemplary Practices — Transition from School to Postsecondary Education 211
Exemplary Practices — Transition from School to Work 161
Exemplary Practices — Work-Based Learning 57
Expert Systems 20
Extracurricular Activities 186

F
Family Influence 121
Family Involvement 12, 36, 39, 115, 118, 125, 127, 135, 138, 141, 145, 146, 151, 174, 180, 198, 204, 212, 216, 225, 234, 245
Family Needs 245
Family Outcomes 109
Family-Centered Programs 36, 69, 70, 100, 101, 105, 109, 161, 206, 208, 225, 234, 242
Family Practice (Medicine) 154
Females 24
Fetal Drug Exposure — see Prenatal Drug Exposure
Finance 5, 32
Fragile X Syndrome 18
Functional Behavioral Assessment 24, 33*, 79, 106, 122, 139, 174, 181, 183, 188
Functional Communication 62, 127, 164

G
Gender Differences 81, 87
Grading 90

H
Habilitative Services 100
Head Start 151
Hearing Impairments — see Deafness/Partial Hearing
Hispanic Students 8, 9, 19, 23, 34, 48, 51, 72, 90, 105, 125, 137, 187, 200, 228
History Instruction 21

I
IDEA Implementation 133
Inclusion 4-6, 10, 14, 17, 21, 28, 29, 30, 35, 37, 45*, 46, 47, 49, 52-54, 59, 60, 63, 64, 66, 67, 68*, 77*, 88, 90, 91, 98, 99, 102, 104, 105, 116, 134-136, 140*, 142, 143, 147, 148, 150, 151, 154, 156, 157, 162, 165, 166, 167, 172, 175, 179, 183, 193, 196, 197, 199, 201, 202, 204, 210, 213, 217, 228, 230, 231, 238, 246, 250
Inclusion — Exemplary Practices 168
Independent Living 169, 246
Individualized Education Programs 118, 136
Infants/Toddlers 11, 160, 168, 185, 206, 218, 224, 239, 242
Infants/Toddlers — see also Early Childhood or Early Intervention
Information Dissemination 102
Information Networks 190
Inner City 45
Inservice Education — see Professional Development
Instructional Consultation 79
Instructional Effectiveness — see Outcomes of Education
Instructional Models 15
Instructional Processes 64, 68, 159
Integrated Curriculum 59
Integrated Services 103*, 105, 141, 158, 222, 258
Interactive Video Teleconferencing 200
Interagency Cooperation 12, 34, 161, 173, 174, 193, 225, 244
Interagency Cooperation Success Factors 2
Internet — see World Wide Web
Intervention Intensity Analysis 89
Intervention Plans 79

J
Juvenile Corrections 23, 132

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

L
Language Development 8, 19, 26, 57, 80, 119, 145, 200, 201
Language Development — see also Literacy Education
Language Minority Students — see Limited English Proficiency
Large-Scale Assessments 66, 68, 73, 77, 88, 91, 261
Latino/Latina Students — see Hispanic Students
Leadership Training 138, 179, 220
Learning Disabilities — see Specific Learning Disabilities
Learning Factors 96
Learning Strategies 114
Limited English Proficiency 19, 108, 187, 200
Linguistic Influences 48
Literacy Education 12, 68, 72, 80, 83, 85, 89*, 93, 99, 105, 143, 149, 167, 182, 187, 188, 200, 201, 219, 220, 243, 250*, 252, 256
Literacy Education — see also Language Development, Reading Instruction, or Writing Instruction
Loan Programs 196
Low-Incidence Disabilities 91, 157, 164, 200

M
Mastery Motivation Techniques 22
Mathematics Instruction 37, 74, 96, 185
Mathematics Problem Solving 37
Mathematics Skills 63
Mathematics Standards 185
Mathematics Tests 28, 66
Mediated Learning 221
Medical Consultation 200
Mental Retardation 82
Mentorship Programs 100, 104, 169
Middle Schools 10, 21, 63, 72, 73
Middle Schools — Exemplary Practices 51
Migrant Students 228
Mild Disabilities 38, 48, 68, 72, 90, 127, 162, 229, 240, 258
Minority Group Students 3, 9, 13, 28, 47, 53, 60, 61, 65, 70, 72, 74, 104, 133, 147, 157, 166, 167, 169, 175, 191, 195, 200*, 213, 218, 220, 234, 235, 258
Minority Group Students — see also American Indian Students; Asian and Pacific Islander Students; or Hispanic Students
Minority Group Teachers 223
Moderate Disabilities 14, 25, 73, 149, 172, 179*, 245
Moral Reasoning 121
Motor Development 185
Multimedia Instruction 144
Multiple Disabilities 157, 160, 164, 208, 235

N
Native Americans — see American Indian Students
Natural Environments 75, 135, 137, 147, 157, 193, 217
Naturalistic Intervention 207
Navajo 196
Neurospychological Development 7
Nonaversive Behavior Management Techniques 98
Non-Traditional Career Opportunities 24*
Notetaking 168
Nurse Role 105

O
Occupational Therapy 75
Orientation and Mobility 155
Orthopedic Impairments 75, 212
Outcomes of Education 15, 16, 20, 44, 47, 62, 64*, 65, 67, 80, 81, 94, 116, 237
Out-of-Level Testing 73
Over-representation — see Disproportionate Representation

P
Paraprofessional Personnel 148, 154, 197, 214
Paraprofessional Personnel Role 14
Parent Education 138
Parent Involvement — see Family Involvement
Parent Leadership Development 205
Parent-Child Relationship 103, 170
Parents as Teachers 119, 120
Parents Interacting with Infants Model 70
Partial Hearing — see Deafness/Partial Hearing
Partial Vision — see Blindness/Partial Vision
Participatory Research 75
Pediatrics 154
Peer Relationship 6, 106, 117, 121, 137
Peer Teaching 52, 72, 123, 177, 240
Performance Factors 39
Personnel Needs 260
Pervasive Developmental Disorder 102, 170
Phonological Awareness 3, 9, 83*, 93, 119, 126, 129, 141, 149
Physical Environment 239
Physical Therapy 75
Physician Role 224
Physicians 154

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Policy Analysis 5, 189
Positive Behavioral Supports 17, 33, 35, 122, 174, 209, 233, 247, 248, 250, 253-255, 256*,
Postsecondary Education 140, 142, 168, 211, 214
Postsecondary Education — see also Transition from Secondary School to Postsecondary Education
Postsecondary Education Completion 229
Postsecondary Education Consortia 112, 113
Poverty 27, 60-62, 68, 70, 72, 97, 163, 180, 192
Premature Infants 22
Prenatal Drug Exposure 7
Prereferral Assessment 3
Prereferral Intervention 71
Preschool Instructional Models 15
Preterm Infants 1
Primary Health Care 97
Problem-Solving Skills 102, 166
Professional Development 4, 115, 123, 148, 173, 177, 184, 212, 214, 219, 220, 226, 228, 230, 232, 234*, 235, 247, 249, 256, 257, 258
Program Quality 109
Prosocial Behavior 210

Q
Questioning Strategies 54

R
Reading Behaviors 119
Reading Comprehension 46, 47, 54, 76, 120
Reading Disabilities 9, 12, 19, 48, 126, 129, 141, 149, 182, 188
Reading Instruction 3, 12, 26, 34, 46, 47, 54, 65, 80, 84, 96, 115, 120, 126, 141, 143, 215, 240, 241, 243, 252, 255, 256
Reading Instruction — see also Literacy Education
Reading Tests 26, 28, 66, 80
Reciprocal Teaching 54
Recommended Practices — see Exemplary Practices
Recreational Activities 170, 230, 231
Referral to Special Education 13
Research to Practice Link 48, 75, 181, 261*
Resilience 1, 8, 22, 192, 193
Respite Care 206
Responsiveness 160
Retention in Grade 38
Risk Factors 1
Rural Areas 45, 98, 101, 161, 177, 178, 196, 200, 214, 242

S
Scaffolded Learning 54
School Climate 10
School Restructuring , 10, 42, 43, 45*, 49, 61, 86, 114, 140, 156, 175, 179, 192, 247, 249, 251, 253, 254, 258
School Restructuring — also see Educational Reform
School-to-Adult-Life Transition — see Transition from School to Adult Life
School-to-Work Transition — see Transition from School to Work
Science Instruction 35, 204
Screening Tests 18*, 239, 241
Secondary Education 16, 60, 62, 114, 117, 136, 143, 159, 162, 165, 170, 203, 237
Self-Determination 73, 164, 184, 191, 199, 245, 246
Self-Efficacy 6
Self-Management 35, 55, 72, 118, 165, 169
Serious Emotional Disturbance — see Emotional/Behavior Disorders
Service Coordination 100, 117, 133, 158
Setting Events 6
Severe Disabilities 6, 37, 59, 83, 127, 140*, 160, 172, 177, 178, 179, 208, 218, 245
Sign Language 37, 159, 166, 232
Social Adjustment 14
Social Development 121, 124
Social Integration 123, 176, 177, 179, 186, 228, 230
Social Interaction 6
Social Promotion 38
Social Skills 4, 22, 35, 60, 78, 118, 124, 137, 161, 166, 192, 202, 233, 239
Social Studies 127
Social Studies Instruction 35
Sociocultural Influences 48
Sound Environments 155
Spanish Speaking 8, 48, 51, 200
Specific Learning Disabilities 3, 10, 12, 19, 21, 23, 29, 34, 44, 46, 47, 48, 54, 60, 63, 65, 69, 71, 76, 79, 89, 90, 93, 120, 141, 143*, 149, 158, 185, 187*, 198, 243, 247, 250, 252, 255, 256
Speech or Language Impairments 6, 19, 26, 80, 119, 123, 145, 146, 149, 167, 200, 208
Speech-to-Print Transcription 216
Sports 230
Standardized Tests 58
State Improvement Grants 259
State Legislation 5
State Policy 30
State Standards 32, 68, 88, 91

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Statewide Assessments — see Large-Scale Assessments
Strategic Planning 261
Stress Management 193
Student Adjustment 10, 14
Student Assessment 28, 71, 90, 94, 139, 181, 187, 216
Student Empowerment 45, 55, 149
Student Outcomes — see Outcomes of Education
Student Participation 58, 136, 157, 176, 186, 202
Student Placement 13
Student Support Services 95
Study Skills 257
Study Strategies 198
Summer Programs 76
Supervisory Training 197
Supplemental Security Income Employment Incentives 40*, 41, 42
Supported Employment 123, 153, 171, 178
Sustainability of Change 36, 42-44, 49, 52, 55, 65, 162, 163, 166*, 175, 179, 204, 240, 247, 250, 250, 251, 252, 256

T
Tactile Learning 243
Teacher Attitudes 183
Teacher Collaboration 29
Teacher Education — see Professional Development
Teacher Recruitment 223
Teacher Supply and Demand 260
Teacher-Researcher Partnerships 35
Teaching Methods — see Instructional Processes
Teaching Models — see Instructional Models
Team Teaching 29
Teamwork — see Collaboration
Technical Assistance 111-113, 123, 173, 232, 261*
Technology Careers 229
Teleconferencing 200
Testing Accommodations — see Accommodations — Testing
Text-to-Speech Technology 54
Therapist Role 218
Toddlers — see Infants/Toddlers
Train-the-Trainer Model 234
Transition from Early Intervention to Elementary School 151, 197
Transition from Elementary School to Middle School 10
Transition from Incarceration to the Community 132
Transition from Neonatal Intensive Care to Early Intervention 11
Transition from Postsecondary Education to Work 229
Transition from Preschool to Elementary School 77
Transition from Preschool to Kindergarten 87
Transition from Rehabilitation to the Community 169
Transition from School to Adult Life 55, 117, 149, 165, 170, 191, 199, 202, 203, 212, 246
Transition from Secondary School to Postsecondary Education 140, 143, 211, 214, 227, 232
Transition from School to Work 24*, 40*, 41, 42, 81, 123, 153, 158, 161, 171, 177, 178, 179, 184, 222, 232, 238, 245
Traumatic Brain Injury 8, 149, 166
Tutoring 3, 93

U
Underachievement 192
Under-representation — see Disproportionate Representation
Urban Areas 24, 45, 53, 137, 155, 163, 192*, 202

V
Video Self-Modeling 120
Visual Arts 218
Visual Impairments — see Blindness/Partial Vision
Visual Learning 83
Visually Impaired Mobility 155
Vocabulary Development 12
Vocational Adjustment 81, 87
Vocational Education 24, 159

W
Whole Schooling 45
Word Recognition 65
Work — see Employment terms
World Wide Web 102, 123, 134, 173, 177, 196, 215, 220, 228
Wrap-Around Services — see Integrated Services
Writing Instruction 96, 201

Y
Young Children — see Early Childhood, Early Intervention, or Infants/Toddlers

An asterisk after a page number indicates that the reference occurs in more than one project on that page.